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# The National Youth Administration: The Administration and Organization of the Program in North Dakota with Particular Emphasis on the Resident Training Homes for Girls

Edgar Barlien Evenson

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**THE NATIONAL YOUTH ADMINISTRATION**

**The Administration and Organization of the Program in North Dakota**

**with**

**Particular Emphasis on the Resident Training Homes for Girls**

**A Thesis**

**Submitted to the Graduate Faculty**

**of the**

**University of North Dakota**

**by**

**Edgar Earlien Evensen**

**In Partial Fulfillment of the Requirements**

**for the**

**Degree of**

**Master of Science in Commerce**

**August, 1940**



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This Thesis, offered by Edgar Barlien Evensen, as a partial fulfillment of the requirements for the Degree of Master of Science in Commerce in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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94444



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The writer also wishes to express his appreciation to the National Youth Administration who made available all the data used in this study. In particular, he wishes to express his appreciation to Mr. J. Lloyd Stone, Director of Work Projects of the National Youth Administration in North Dakota for his assistance and to the various NYA Area Supervisors who cooperated in the gathering of the material used during the progress of the work.



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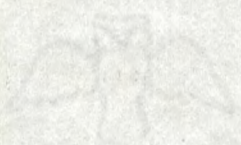


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### INTRODUCTION

This study has been undertaken by the writer as being of special interest to him inasmuch as he is, at the present time, employed as an Area Supervisor for the National Youth Administration of North Dakota.

It was felt that some work in this field should be undertaken in order to bring to the attention of the educators and others in the state the work that is being done through the National Youth Administration, together with some explanatory material as to the basic regulations governing this agency. The particular task undertaken by the writer has been to bring to light some of the work actually accomplished by this new venture in the field of training youth for private employment and for life.

In order to intelligently understand the operation of the Resident Training Homes for Girls which are the Projects particularly emphasized in this study it is necessary to first understand the operation of the program as a whole as well as its operation in North Dakota.

The reader will note as he peruses this study that it is one of a purely Descriptive nature. An attempt has been made to discuss the creation of the National Youth Administration, its operation in North Dakota with the main emphasis placed on the Resident Training Homes for Girls which have been established by the National Youth Administration.



## CHAPTER I

### The Creation and Organization of The National Youth Administration

#### Authority and Functions

The National Youth Administration was established within the Work Progress Administration by Executive Order No. 7086, of June 26, 1935, under authority of the Emergency Relief Appropriation Act of 1935, approved April 8, 1935.<sup>1</sup>

Under this authority the National Youth Administration was directed to carry on activities along two major lines: 1. A Work Program to provide employment for needy young persons who are no longer in regular attendance at school and who have not been able to find employment in remunerative pursuits; 2. A Student Aid Program to provide financial assistance and work experience to needy young people through part-time work upon useful projects which will enable them to continue their education.<sup>2</sup>

For the fiscal year ending June 30, 1940, Congress in the Emergency Relief Appropriation Act of 1939 provided that the National Youth Administration should be continued in accordance with the following excerpt taken from that Act.<sup>3</sup>

Sec. 2 (a) In order to provide assistance to needy young persons, there is hereby appropriated to the National Youth Administration, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1940, \$100,000,000.. together with all balances of appropriations for such Administration which

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1- United State Government Manual, Office of Gov't Reports,  
U. S. Printing Office

p 228

2- Handbook of Procedures of the National Youth Administration, Chap. I  
Sec. 1

3- Emergency Relief Appropriation Act of 1939

p 4



remain unobligated on June 30, 1939, and such amounts shall be available for (1) administration; (2) the prosecution of projects approved by the President for the National Youth Administration under the provisions of the Emergency Relief Appropriation Act of 1938, and (3) to provide, subject to the approval of the President, on projects, Federal and Non-Federal, of the types specified under section 1 hereof for the Work Projects Administration, part-time employment and training to needy young persons who are no longer in regular attendance at school and who have been unable to obtain employment, and to enable needy young persons to continue their education at schools, colleges, and universities.

For the fiscal year ending June 30, 1941, the President of the United States has recommended that a total of \$85,000,000 be appropriated to continue the work of this organization.<sup>1</sup> The House has passed the appropriation bill for the National Youth Administration for the fiscal year ending June 30, 1941 but they have changed this recommended total to \$100,000,000 instead of the amount suggested by the President. The Senate has not, as yet, acted on this new appropriation so no definite statement can be made as to whether or not the program will continue, or as to the amount of the appropriation or the type of program that is to be operated during the coming year.

The National Youth Administration seeks to aid young people in the four spheres of life in which their needs are greatest by (1) providing funds for the part-time employment of needy secondary school, college, and graduate students from 16 through 24 years of age, so that they may continue their education; (2) providing funds for the part-time employment of out-of-school youth from 18 through 24 years of age, chiefly from relief families, on projects designed not



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only to afford valuable work experience but to benefit youth generally and the communities in which they live; (3) encouraging the establishment of job-training, counseling, and placement services for youth, and the preparation and distribution of occupational information; and (4) encouraging the development of extension of construction leisure-time activities.<sup>1</sup>

#### Internal Organization of the National Youth Administration

Administratively the National Youth Administration is under the charge of a National Administrator, Aubrey Williams, appointed by the President and confirmed by the Senate. Under this man are the Regional and State Administrators and then in each state there are a number of Area Supervisors who carry out the program as outlined for them by their State Youth Administrator.<sup>2</sup>

In addition to the National Administrator there are two National Committees, appointed by the President, who assist the National Youth Administration in carrying out its functions and objectives. The organization and functions of these committees are as follows:

1- National Executive Committee This Committee assists the National Administrator in formulating policies and objectives of the National Youth Administration.<sup>3</sup> 2- National Advisory Committee This Committee currently made up of thirty-five representatives of education, labor, business, agriculture, and youth, serves in an advisory capacity to the National Administrator, evaluating the Youth Program as it affects the groups represented. Members of each of these committees serve without compensation.<sup>4</sup>

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1- Handbook of Procedures of the National Youth Administration, Chap II

2- Ibid

Sec. 1

3- Ibid

4- The Advisory Committee on Education, No. 13, U.S. Gov't Print. Off. p 9



In each of the States, New York City, and the District of Columbia, a State Youth Administrator, appointed by the National Administrator, is responsible for the planning, promoting, and supervising of the NYA program.<sup>1</sup> The State Youth Administrator is assisted in this work through the services of the State Advisory Committee composed of representatives of education, labor, business, agriculture and youth who assist him in the planning and formulating of policies of the Program operation within the state. Members of the State Advisory Committee in North Dakota include the following:<sup>2</sup>

Mr. A. E. Thompson, State Superintendent of Public Instruction,  
Bismarck  
Mr. H. O. Saxvik, Superintendent of Bismarck Public Schools,  
Bismarck  
Mr. B. C. Marks, President of the North Dakota AOUW, Fargo  
Mr. Russel A. Young, Printer, Bismarck  
Mr. Fay Hunter, Director of the U.S. Employment Service, Bismarck  
Miss Pauline Reynolds, Assistant State Club Leader, Fargo  
Mr. Harry E. Rilling, 4-H Club Leader, Fargo  
Dr. John C. West, President of the University of North Dakota,  
Grand Forks  
Dr. Cyril W. Grace, President, Mayville State Teachers College,  
Mayville  
Dean H. L. Walster, School of Agriculture, NDAC, Fargo  
Mr. A. F. Arnason, President, State School of Forestry, Bottineau  
Mr. Emet McCusker, student at the University of North Dakota  
Grand Forks  
Mr. Frank Webb, Representative of the State Welfare Board,  
Grand Forks  
Miss Theodora Allen, State Director of the Childrens Bureau,  
Bismarck  
Mr. Glenn Talbot, President, North Dakota Farmers' Union,  
Jamestown

In North Dakota the State Office of the National Youth Administration is located in Bismarck and Mr. Robert Byrne, State Youth Administrator, has built up an organization which consists of the

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1- The Advisory Committee on Education, No. 13, U.S. Gov't Print. Off.

2- Mimeographed Report by State Office, Robert Byrne



following departments to meet the problems which arise in the executing of the work as planned by him with the help of the State Advisory Committee:

- 1- Division of Work Projects
- 2- Division of Finance & Statistics
- 3- Division of Employment
- 4- Division of Student Aid Program

Each of these various departments is under the direct supervision of a Department Head, appointed by Mr. Byrne, who have the direct responsibility of seeing that the work is carried out in the approved manner. The specific responsibility of each of the State Officials can best be given by listing each of the departments concerned and giving a brief summary of its duties.<sup>1</sup>

State Youth Administrator

Mr. Robert Byrne

General administrative responsibility for the formulation and execution of policy rests with the State Youth Administrator. He is responsible for relationships with the National Headquarters, heads of federal departments, and heads of major organizations concerned with matters related to the NYA program. All major policy decisions within the state are made by him and all administrative officials are under his supervision. He maintains direct contact with the program in the state through field visits and conferences with administrative and supervisory personnel, with educators, public officials, sponsors and other interested groups.

Assistant State Youth Administrator

Division of Work Projects

Mr. J. Lloyd Stone, Director

The Assistant State Youth Administrator assumes the responsibilities of the State Youth Administrator in his absence from Bismarck, gives general supervision to the several administrative divisions and to the

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1- Administrative Letter No. Y-72, Aubrey Williams.



field staff, and in general shares with the State Youth Administrator the responsibilities of administration. This includes the approval of all procedural releases and budget authorizations as well as other functions of a general administrative character.

The Division of Work Projects is responsible for the entire field of project planning and operation, including local projects, resident projects, and student aid projects. This involves the formulation of policy and procedure and the setting up of minimum standards of objectives in this field. The Division carries on research in the field of material and methods, the promotion of new types of projects and the preparation of related information and visual aid material for projects. It is responsible for the preparation of special plans and specifications, for the checking and necessary revision of architectural, engineering and shop layout plans and for the review of all project applications. It handles the acquisition of surplus property from other federal agencies and the approval of requisition for purchasing of special machinery equipment, and materials. It is responsible for the development of the liberal arts, cultural and crafts program as an integral part of the work projects and the setting up of technical and design standards in this field. It also handles all labor problems incidental to project operation such as questions of hourly rates, exemptions from the monthly earning schedules and labor relations.

#### Division of Finance & Statistics

Mr. T. T. Albers, Acting Director

The Division of Finance & Statistics is responsible for the development, supervision and control of financial and statistical functions, including the distribution of authorized funds, timekeeping, payrolls, procurement, compensation, claims, accounting and statistical reporting. The Division is responsible for liaison with Federal financial agencies.

#### Division of Employment

Arnold O. Goplen, Director

The Division of Employment is responsible for the functions of certification, selection, assignment, vocational counseling, occupational information, and placement. This includes the development of junior placement services in the state as a part of the activities of the public employment offices as well as the development of youth personnel services as an organic part of the state National Youth Administration organization to handle selection and vocational adjustment problems in connection with project operation.



Division of Student Aid Program  
 Mr. Arthur J. Solien, Director

The Division of Student Aid is responsible for the planning and successful operation of the Student Aid Program as outlined to him by the State Youth Administrator. This includes the development of the program, the allocation of funds to individual schools, the contacting of school officials, and the supervision of the program in the field.

In addition to the State Officials there have been appointed a group of twenty-three Area Supervisors who have established local NYA offices to facilitate the local administration of the NYA Program within the state. Supervisors of local NYA offices are responsible to the State Youth Administrator and to his designated Assistants for the administration of the Program within the areas covered by such offices. Part of the duties of these Area Supervisors include: The interviewing of applicants for NYA assistance, the investigating to ascertain eligibility of applicants for assistance, the establishing of local projects which will conform to the three major purposes of any local project which are:

- 1- To give youth a chance to earn a small amount of cash which might be used for personal expenses, and to give them a feeling of participation in the growing national economy.
- 2- To provide youth with valuable work experience that will better their chances of getting jobs.
- 3- To fill community needs by work on socially and economically desirable projects.<sup>1</sup>

the supervising of local projects to see that these major purposes are fulfilled, the organization of a corp of volunteer local supervisors who have direct charge of the local projects and the submitting



of payrolls in order that youth assigned may be paid.

In addition to the duties already listed, the Area Supervisor tries to counsel and help the youth assigned on his projects in order that they may more quickly find their niche in life and become a part of the independent adult population of our country.

#### The Program in Operation:

The Student Aid Program provides part-time employment for secondary school, college, and graduate students between the ages of 16 and 24. To be eligible for assistance, students must prove to the satisfaction of the educational authorities that they are in need of NYA assistance in order to enter or remain in school properly. They must also carry at least three-fourths of a normal course of study and must be of such caliber that they are able to perform good scholastic work while they are receiving their NYA wage.<sup>1</sup>

The selection of the individual youth who are to receive this assistance as well as the assignment to work projects is the function and responsibility of the local school officials. Only non-profit making and tax-exempt educational institutions are eligible to participate in this program. In each case, a school making application for Student Aid Assistance is assigned a quota which is based on a stated percentage of their regular enrollment.<sup>2</sup>

When the School Aid Program was inaugurated in September, 1935, only 23,000 students received assistance, throughout the United States, because of a wide-spread feeling on the part of school officials that this might represent an opening wedge for Federal control of the

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1- Youth, A World Problem, W. Thacher Winslow, U.S. Gov't Print. Off. p 90  
2- Ibid p 91



local public school. As it became apparent that the local authorities were to be given complete freedom in the administration of the Program, more and more students made application until in 1937 as much as 50% more students made application than there were jobs available.<sup>1</sup>

During the current school year in North Dakota, the National Youth Administration is assisting 4,502 young men and women within the age limits from 16 to 24 to continue their school, college, or university education. These students are assigned by the Local School Officials to whatever jobs in or around the school or university they believe useful and necessary, and which will not displace any regularly employed workers.<sup>2</sup>

The High School NYA students, numbering 3,804 in our state, are given such jobs as assisting the principals or teachers, supervising playgrounds, repairing furniture, assisting in libraries, preparing hot lunches and maintaining or landscaping school grounds. In return for this work, the students receive a monthly wage which is not more than \$6.00 and not less than \$3.00. This small sum does actually make the difference to many students between leaving school and continuing their education, for their parents, on the average, receive an income of less than \$550.00 per year. The \$4.00 or \$5.00 they receive helps meet expenses for school supplies, clothing, lunch fees and transportation.<sup>3</sup>

The college and university NYA students, numbering over a thousand in North Dakota, are assigned to work of a more difficult and complicated nature. Many of them are employed on jobs related to the

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1- Youth, A World Problem, W. Thacher Winslow, U.S. Gov't Print. Off. p92

2- Mimeographed Report by State Office, Robert Byrne

3- Ibid



field of work in which they are majoring. The average income of the families of students receiving college aid is less than \$1,000 in our state. The average monthly wage paid to college NYA workers is \$11.00. Reports from ten of our institutions of higher learning indicate that students receiving NYA assistance maintain higher scholastic averages than the general average of the student body.<sup>1</sup>

Delayed by a number of unavoidable obstacles, the NYA's Work Projects Program did not get under way until January, 1936.<sup>2</sup> Since that time there has been a quite constant increase in the number of youth assigned until for the month ending March 31, 1938 there were a total of 154,750 youth receiving this assistance in Continental United States.<sup>3</sup>

The Out-of-School Program in North Dakota was established through the same Presidential Order that created the general NYA Program but it was somewhat slow in assigning youth to work because of the delay in obtaining certifications. In January, 1936 there were 48 young people employed through this organization. Because of the procedure which it was necessary to follow in order to assign youth to projects, the first problem of the organization was to give attention to the certification and purely procedural phase of the work. It was first mandatory for needy youth to be certified through the welfare agencies; projects which were of a useful and desirable nature had to be selected; local cooperation and suggestions were needed in order to institute a program such as the community actually desired.<sup>4</sup>

1- Mimeographed Report by State Office, Robert Byrne

p 3

2- Youth, A World Problem, W. Thacher Winslow, U.S. Gov't Print. Off p 93

3- A New Deal for Youth, Betty & Ernest K. Lindly, Viking Press p 249

4- Annual Report of the NYA for 1936, Robert Byrne

p 11



By February of the same year the number of young persons employed had grown to 896. In March; to 1,977 and by April the number of young people assigned to work had grown to 2,323. The maximum employed during any one month was in June when 2,851 individuals were working under this Program.<sup>1</sup>

The number of youth actually helped after the program was once working is no indication of the number of youth who were available and requesting employment. In most cities and counties, for every youth who was assigned to a work project there were often as many as four or five young people anxious to gain such employment.<sup>2</sup>

Since this first year of the operation of the Out-of-School Program in North Dakota there has been a steady increase in the number of youth employed on the program until at the present time there are better than 4,000 youth assigned to projects in our state. Reference to the accompanying table will give some indication of the trend of the employment record on the Out-of-School Program through the years of operation until March, 1940.

The National Youth Administration is especially desirous of improving the educational experience of young people employed on the Work Projects Program and to effect this end stimulates both the youth and the local educational agencies. Although it cannot compel employees to attend classes, it can inform them of available classes; advise which will be most useful; encourage them to attend classes and to give them special opportunities to attend; and even exert negative

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1- Annual Report of the NYA for 1936, Robert Byrne

2- Ibid



Table No. 1

Showing Monthly Average of Youth Who Received  
Assistance on the Out-of-School Program

Period of Time	Number of Youth
January 1, 1936 to June 30, 1936	1321
July 1, 1936 to June 30, 1937	2971
July 1, 1937 to June 30, 1938	2092
July 1, 1938 to June 30, 1939	2531
July 1, 1939 to March 31, 1940	2604



pressure by indicating that the National Youth Administration is not prepared to help those who are not willing to improve themselves educationally. On the other hand, it can encourage local educational agencies to establish classes which will be useful to youth employed on projects and to provide instruction free to those youth; have teachers visit the projects and give instruction there during or immediately after working hours; and employ foremen who in themselves are teachers and who give instruction to the youth on the job. To this extent the National Youth Administration's interest in the education of project youth coincides with that of the educator's general program of education for youth out of school.<sup>1</sup>

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1- The Advisory Committee on Education, No. 13, Johnson & Harvey  
U.S. Gov't Print. Off. p 71



The Vocational Guidance and Placement Program of the National Youth Administration is usually referred to as the Junior Placement Service. It is designed primarily to give vocational guidance and to provide placement service to the vast body of unemployed youth who are out of school. It is not limited to youth aided by the National Youth Administration in its major programs. The group eligible for registration, interviewing, counseling, and placing has been specified as all young people 16 to 21 years of age and youth people 21 to 24 years of age who are inexperienced.<sup>1</sup>

Vocational guidance in the United States is still an undeveloped field, though, for some years, there has been a growing realization of its importance and necessity. Heretofore more of the vocational guidance work has been conducted in the larger and more progressive schools. Philanthropic agencies such as the vocation service for juniors in New York have also been set up, and Y.M.C.A.s, Y.W.C.A.s and similar youth organizations have instituted career institutes, groups for discussing vocational problems, vocational observation trips, and so on. Nevertheless there have been hundreds of young people who have had no opportunity to receive vocational guidance; and it has been in an attempt to serve this group that the National Youth Administration has established, and encouraged encouraged the establishment of, vocational guidance and placement services for youth.<sup>2</sup>

The methods of operating the guidance and placement program most commonly in use are: (1) conducting occupational classes;

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1- The Advisory Committee on Education, No.13, Johnson & Harvey  
U. S. Gov't Print. Off. p 79  
2- Youth, A World Problem, W.Thacher Winslow, U.S.Gov't Print.Off. p95



(2) preparing occupational pamphlets; (3) giving radio programs; (4) rendering individual counseling service through trained technical assistants; (5) compiling youth personnel records; (6) preparing directories of opportunities for training and recreation; (7) issuing guidance manuals; and (8) stimulating interest in guidance by providing supervisors of guidance on State Administrative staffs.<sup>1</sup>

No formal program of Vocational Guidance has been adopted, as yet, by the National Youth Administration in North Dakota and this work is carried on by the Area Supervisors mainly in the individual conferences with the youth assigned to the Work Program and through the use of a comprehensive application blank which lists some of the youth's abilities and desires along the work line.<sup>2</sup>

When a youth makes application for an assignment to the Work Program in North Dakota he is requested to register with the State Employment Service and to be ready to accept private employment should the Placement Department of the State Employment Service find a position for him. Through the use of individual conferences, the offering of opportunities at various Resident Training Centers, and reports from the local foremen the National Youth Administration is attempting to assist the youth assigned to the Out-of-School Program to find their job in life. The North Dakota State Employment Service has recently started a Junior Placement Service in connection with its work in the state and this branch of their service will undoubtedly prove to be of great value to the youth in North Dakota and should fill a long felt need.

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1- The Advisory Committee on Education, No. 13, Johnson & Harvey.  
U.S. Gov't Print. Off. p 80

2- See Appendix "A" for copy of Application Blank



## CHAPTER II

## The Work Program

Project Planning and Development

The Work Program of the National Youth Administration provides for the part-time employment and training of needy young persons, 18 to 24 years of age inclusive, who have been unable to attain employment and who are no longer in regular attendance at school. The responsibility for the development of such part-time employment, within the limitations of funds available to each state, rests with the State Youth Administrator.<sup>1</sup>

In the development of the projects, the State Youth Administrator shall be guided by the following:<sup>2</sup>

- A. The number of young people available for employment in the community and their aptitudes as determined by interviews or tests by competent personnel. Prior to the establishment of a project, it should be determined that there are a sufficient number of qualified young people available to prosecute the proposed work efficiently.
- B. The experience and other benefits to be gained by those employed. Project work should be designed to give youth exploratory work experience by the rotation of workers through a variety of jobs, and consideration should be given in each case to the value of the work experience which youth will obtain on the project in relation to their own aptitudes, to employment opportunities in their community, and to other benefits, such as the relationship of youth to labor unions and to members of the community. Projects providing work experience which is limited to a narrow field or repetitious tasks should be avoided.
- C. The duration of the project. Activities should be planned so as to permit the completion of the project, or a useful unit thereof, within the fiscal year.

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1- Preliminary Manual of Work Project Operation, Aubrey Williams  
 Chap. I Part I  
 Sec. 1, Page 1



- D. Provisions for related training. In planning projects, careful consideration should be given to the possibility of supplementing the project work with a program of related training, i.e., periods during which youth employees will be engaged in acquiring information, education or instruction in subjects which have a direct bearing on their assignment to NYA work or on their own vocational objectives. The related training program may, for example, include subjects such as the theory and practice of construction work, sheet metal work, machine shop work, typing and office management, first aid, the care of children and the sick, etc.

Since the primary purpose of an NYA work project is to develop good work habits and provide training through actual work at the activities included under the approved project, training in the form of class instruction, and educational activities which are not a part of the regular work of a project, may not be included in the compensable time of youth employees. Despite the fact that the class instruction type of training is not compensable, it should be encouraged. Where the State Youth Administrator deems it advisable, he may require participation in uncompensated related training activities as a condition of assignment to particular projects, although normally he should not make such participation a condition of assignment to the program as a whole. For example, a youth may be informed that if he wishes to be assigned to a certain shop project, he will be required to attend a class in blue-print reading. If he does not wish to attend the class, he should, if possible, be assigned to some other project.

- E. Health and Safety Provisions. No project whose operation might endanger the health and safety of the youth assigned thereto should be established. Wherever possible, arrangements should be made to provide workers with a thorough physical examination, including tests for venereal diseases and tuberculosis, but no youth should be terminated from project employment for health reasons unless it has been clearly established that his continued employment would be dangerous to his own health or that of other workers.
- F. The benefits to be derived by the community from the completed project. Careful consideration should be given to the need and desire of the community for the project work and to the benefits to be derived by the community from the use of the completed project.
-



6. The adequacy of community resources to cooperate in carrying out the project and to maintain it, if necessary, upon completion. Although a work project may be of great benefit to the youth employed, it is of doubtful value if its maintenance becomes a burden to the community or if the community has no part, through financing or other contribution in carrying out the project.

When a community has decided or feel that they probably would like to have some work done by the National Youth Administration employees they usually address an inquiry to the Area Supervisor in whose territory the community is located and request that he meet with them to decide upon the advisability of the project, bearing in mind the above listed regulations as quoted from the Preliminary Handbook of Procedure issued by the National Office. After a thorough consideration of all factors involved in the successful operation and completion of the project, a project application form (NYA Form 200)<sup>1</sup> is completed and submitted to the State Office for approval. If the project involves the construction of a new building or a major reconstruction of an existing building where the material cost would be over \$1,000 the project application must be sent to Washington for approval. If the anticipated expenditure for materials is under this \$1,000 limit, the project is either approved or disapproved in the State Office by the State Youth Administrator.

The Official Sponsor of all NYA Work Projects operating under the Work Projects Program is the National Youth Administration itself. Projects coming within the scope of approved projects shall be co-sponsored by a Federal Department, a State, A Political Subdivision

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1- See Appendix "A" for copy of form



thereof, or other legally constituted public agency.<sup>1</sup>

For construction projects, conservation projects, and any project involving the improvement of property, the co-sponsoring agency or agencies shall have legal authority to engage in the work embraced in the project in the area covered by the application. Moreover, the co-sponsor shall have legal authority, not only to engage in the work specified in the application, but shall have the authority and assume the responsibility of providing for the operation and maintenance of the completed facility, or shall show that suitable provisions have been made for such operation and maintenance. A co-sponsoring agency is considered to have legal authority to perform an act or function if it derives such authority from a constitutional source, or by legislative action, or by virtue of delegation from other public agencies.<sup>2</sup>

In special cases, non-profit quasi-public agencies which are legally controlled by public authority through power of appointment or otherwise, and which receive their principal support by regular budgetary appropriation from public revenues and the assets of which, upon dissolution revert to public ownership, may co-sponsor projects which are a direct and immediate benefit to the general public.<sup>3</sup>

In practice, a co-sponsor of a local Work Project within any given area is usually a county, a city, a town, a school district, or an organized township. Ordinarily the local Area Supervisor attempts to keep informed as to the work desires of the communities in his territory and when he hears that work is desired the leaders of the

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1- Preliminary Manual of Work Project Operation, Aubrey Williams, Sec.2

2- Ibid

3- Ibid



community are contacted, the proposed work is discussed, and plans made for the assignment of a sufficient number of youth to successfully complete the project.

At the time that the project is set up a definite agreement is made with the co-sponsor as to what contribution they are to make and also arrangements are made with the co-sponsor to provide for the local supervision of the youth assigned to that particular project. The local supervisor of a work project is usually a public-spirited individual who is willing to volunteer his services in order that the youth may have an opportunity to participate in the program and who is interested in seeing that the proposed work is carried out according to the community desires.

In addition to the Co-sponsors of a project there may be other cooperating agencies that are assisting with the promotion, financing, and successful completion of the proposed work. These charitable, social, civic, sectarian and trade organizations and institutions, not meeting the requirements for public agencies, are not eligible as co-sponsors.<sup>1</sup> However, agencies not meeting the eligibility requirements are not prohibited from proposing projects for prosecution in cooperation with eligible co-sponsors, although such cooperation may not extend to the recognition or any explicit or implicit agreement which would give a non-public agency preference over the general public in the control or enjoyment of the benefits to be derived from execution of the project. Agencies cooperating with the co-sponsors in the

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1- Preliminary Manual of Work Projects Operation, Aubrey Williams  
Sec. 2



prosecution of an NYA project are known as Cooperating Agencies.<sup>1</sup>

All projects operating under the NYA program are under the direct supervision of the State Youth Administrator or his delegated representative. These representatives might be members of his Administrative Staff in the State Office or his local Area Supervisors.

When a local work project is established, the Area Supervisor in whose territory the project is located is responsible for the successful completion of the work as outlined in the project application. Usually the local project is supervised, as stated before, by a volunteer worker who is charged by the Supervisor with the various duties connected with the supervision of the youth assigned to him and the development of a related training program which will be of value to the youth.

As to the type of supervision provided for the youth employed on the NYA Program, it is interesting to note that the personnel records of 111 administrative and supervisory personnel, other than directors, attached to the State Offices as of the summer of 1937, indicate that almost three-fourths are men and that about one-sixth are Negro. Ages range from 22 to 57, with the median slightly above 30. Annual salaries range from \$1,000 to \$3,600, with the median about \$2,300. The Negroes in this group receive definitely lower salaries than those paid to the whites. Educational qualifications range from high school graduation to the Ph.D.; three-fourths of the group have a bachelor's degree or more. Previous work experience covers a wide variety of occupation.

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1- Preliminary Manual of Work Project Operation, Aubrey Williams, Sec. 2



predominant among which are those in emergency Government agencies, the Y.M.C.A., and Y.W.C.A. the Boy Scouts and Girl Scouts, and school and colleges. Education, social work, and civil service are the three major activities, experience, and interest of this group.<sup>1</sup>

In general, the persons who administer the programs of the National Youth Administration may be characterized as follows: They are fairly well educated; they have had diversified work experience, through principally in the fields of education, social work, and public service; they are definitely older than the body of youth whom they serve, but are not much older; according to Government standards they are reasonably well paid; and they have a wide variety of interests.<sup>2</sup>

In order that a proper classification may be made of the different types of work accomplished by the youth assigned to work on the NYA Program, the National Headquarters have made a classification of types of projects into thirty or more different types of work which are to be eligible for NYA work. In order that some idea may be had of the scope of the work as accomplished under the Out-of-School Program these types of work are listed below. This list is taken directly from the Mimeographed list furnished to the Area Supervisors by the Division of Work Projects. Each of these types of work have been assigned an identifying number in order that they may be easily differentiated on the various work forms but in this study the numbers have

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1- The Advisory Committee on Education, No.13, Johnson & Harvey

U.S. Gov't Print. Off. p 13  
p 14

2- Ibid



not been included as they would not help materially in the understanding of the various types of work.

#### TYPE OF WORK ACTIVITY

##### Highway, Road and Street Projects

Construction, maintenance or repair of highways, roads, streets and alleys, road retaining walls, road shoulders, sidewalks, curbs and gutters, culverts, watermain, roadside improvements, roadside drainage, grading and landscaping along highways, trails, footpaths, guardrails and guardwalls, light and signals for roads, street signs and markers, parking areas.

##### Improvement of Grounds Around Public Buildings

Landscaping around public buildings, parking lots, grading and drainage around public buildings, planting and care of lawns, flowers, trees and shrubs, burning rubbish, fence construction, painting and repair, construction of fountains and ornamental pools.

##### Construction, Repair and Remodeling of Administrative Buildings.

City and town halls, courthouses, firehouses, police stations, post offices, office buildings, and other administrative buildings.

##### Construction, Repair and Remodeling of Charitable, Medical and Mental Buildings

Hospitals, sanatoriums, sanitariums, health camps, institutions for the insane and feeble-minded, infirmaries and homes for the aged, almshouses and poor farms, children's homes, transient camps, and shelters, penal institutions.

##### Construction, Repair and Remodeling of Educational Buildings

School buildings (grade, secondary, vocational, technical, college and special), school dormitories, libraries, museums and art galleries, laboratories, shops.

##### Construction, Repair and Remodeling of Agricultural Buildings

Fair ground buildings, greenhouses, experimental station buildings.



Construction, Repair and Remodeling of Social and Recreational Buildings

Auditoriums, community halls and club houses, pavilions and shelters, gymnasiums, amphitheaters, stadiums, grandstands, bleachers, bathing pools, bathhouses, locker and shower rooms, boathouses, biological and geological buildings.

Construction, Repair and Remodeling of Youth Centers

Community buildings for youth.

Construction, Repair and Remodeling of Airport Buildings and Facilities

Aircraft hangars, landing fields, runways, lighting facilities in airports, markers, seaplane bases.

Construction, Repair and Remodeling of Bridges

Wood bridges, steel bridges, masonry bridges, viaducts, elimination of grade crossings.

Construction, Repair and Remodeling of Recreational Facilities Other than Buildings

Athletic fields, band shells, bathing beaches, golf courses, playgrounds, parks, archery ranges, baseball fields, basketball courts, croquet courts, horseshoe courts, tennis courts, bridle paths and markers, swimming and wading pools, boating courses, skating rinks, toboggan slides, ski trails and ski jumps, outdoor fireplaces, camping facilities, fair and rodeo grounds.

Construction, Repair and Remodeling of Other Buildings and Facilities

Warehouses, bus and street car shelters, garages, arsenals, barracks, armories, lighthouses, Coast Guard buildings, pistol ranges, caretakers' houses, tool houses, machine and carpentry shops, housing (urban, suburban, rural) slum clearance, subsistence homesteads, rural electrification (generating plants, transmission lines, and equipment), telephone and telegraph lines, gas lines, farmers' street markets, forest stations, tunnels.



### Conservation, Irrigation and Flood Control

Docks, wharves and piers, canals and channels, river bank improvement, streambed improvement, erosion control, fish hatchery, reforestation, plant and tree nurseries, tree surgery, bird and game sanctuaries, fish and game stocking, wood cutting, (other than along right of way), fire breaks and fire observation towers, tree and plant disease and insect pest control, disease and insect pest eradication, rodent destruction, land reclamation (by drainage, filling, stump removal, fertilizing, etc.), irrigation distributing systems, wells, pumping plants, dams (other than storage or power), riprap, river retaining walls and revetments, levees and embankments, flood channel improvements, retarding basins, clearing and straightening creeks and rivers, channels, storm drains and conduits.

### Water & Sanitation

Water mains, aqueducts and distribution lines, storage tanks, reservoirs, cisterns, storage dams, treatment plants, pumping stations, storm and sanitary sewers, manholes and catch basins, sanitary toilets, cesspools, septic tanks, sewerage plants, elimination of stream pollution.

### Clerical Assistance and Service Projects

Projects for the employment of clerks, stenographers, guides, maids, messengers, janitors; projects for installation, extension or revision of public records; cataloging, cross-indexing, filing stenography and clerical work in connection with administration of police and fire departments, building inspection, smoke abatement, etc.; interviewing; vocational guidance and consultation.

### Research, Statistical and Survey Projects

Surveys on youth, studies on development and conservation of natural resources, traffic surveys, surveys of health, population and vital statistics, vocational education surveys, historical surveys, studies of foreign and domestic plants, translation into English of scientific data and articles, surveys of students leaving high schools and colleges, surveys of state hospitals, archeological projects, and others.

### Public Health and Hospital Work

Hospital and clinic assistance, dental surveys in public schools, nursing.



### Museum Work, Preparation of Exhibits and Visual Aid Material

Diorams, exhibits, photographs, posters.

### Library Service and Book Repair

Establishment of new branch libraries, traveling libraries, reading rooms, cataloging, binding of booklets and portfolios, renovation and repair of books, Braille work.

### Arts and Crafts, Music, Drama and Writing

Ceramics, sculpture, painting, murals, drawings, etchings, lithographs, woodblocks, models and patterns, photographs and motion picture work, photoprints, photostats, pictures mounted, posters, stage costumes and equipment, handicraft work, toymaking, interior decorating.

### Recreation Leadership Projects

Playground supervision, coordination of recreational activities, development of recreation programs, training for recreational leadership.

### Workshops - Woodworking, Metal and Mechanical

Furniture construction and repair, woodworking (including carpentry, prefabrication, sawmills and cabinet making), mechanical equipment construction, maintenance and repair (including auto, electricity and machine), engine construction and repair, metal working and welding, aviation mechanics.

### Sewing

Production or repair of clothing, household articles, etc.

### Miscellaneous Production

Canning and canner operation, gardening and nursery work (horticulture), making bricks, construction materials, crushed stone, lumber, pipe, etc., fuel production, repairing hospital supplies, sewer pipe.



Resident Projects - Homemaking

Household training, home management, sewing, school lunches, nursery schools.

Resident Projects - Workshops

See list under Workshops for detail

Resident Projects - Agricultural Training

Dairying, animal husbandry, general farming, assisting County Agricultural Agents.

Resident Projects - Other

(Including those having more than one type of activity)

Nursery Schools

Assistants in nursery schools

School Lunches

Preparation and serving of school lunches

Homemaking

Housekeeping aids, household service demonstration centers, other home economics projects.

Projects Not Elsewhere ClassifiedEmployment Procedure

The employing of a youth on the Out-of-School Program must follow a definite pattern of rules within the regulations as set forth in the Executive Order as to the eligibility of youth for participation in the program. This portion of the work is the direct responsibility of the Division of Employment under the supervision of the State Youth Administrator and the Director of the



### Division of Work Projects.

The Division of Employment has established the procedure which is followed in the interviewing, selection, certification, and assignment of the youth to the program.

At the time that the National Youth Administration was first established provision was made that all certifications were to be made through the Work Progress Administration upon recommendation by the County Welfare Board. Effective as of September 15, 1939 this was changed in an Administrative Order and the new regulation states that: "The certification of need of youth employees shall be made by public relief agencies approved by the State Youth Administrator, or in lieu thereof, shall be the responsibility of the State Youth Administrator or his authorized representative. For the purpose of certification, a youth employee shall be defined as in need if he is:"<sup>1</sup>

- (a) A member of a family whose income is insufficient to provide the basic requirements of all members of the family, including the youth member, regardless of whether the family is receiving or eligible for any form of public assistance; or
- (b) Without family connections and his income is insufficient to provide his basic requirements.

This change meant that the certification of youth to the Program was placed almost completely in the hands of the Division of Employment and the responsibility for the certification of youth placed on this department.



The official notification of this change in procedure given to the Area Supervisors was as follows: "Certification of need will be based on present administrative regulations, broadly interpreted by the State Youth Administrator of the National Youth Administration. Determination of eligibility on the basis of suitability for NYA project employment shall be the responsibility of the Division of Employment of the State Youth Administration."<sup>1</sup>

"Certification by the County Welfare Board of families to WPA, FSA and other public assistance programs shall be accepted as prima facie evidence of need for NYA. A youth member of a family whose income is insufficient to provide the basic needs for all members of a family, including the youth member, regardless of whether the family is receiving relief, and a youth without family connections who is in need are eligible for certification."<sup>2</sup>

"All young people who apply for NYA employment and whose families have not been subject to an investigation of need must be investigated by the NYA itself except in those cases where financial, geographical or other conditions make it necessary for the NYA to designate the County Welfare Board or other agency to act as its agent in the matter."<sup>3</sup>

At the present time, the youth who is interested in making an application for work on the NYA Program contacts the Area Supervisor in whose territory he lives and with him completes a comprehensive

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1- State Administrative Order, Robert Byrnes

2- Ibid

3- Ibid



application blank.<sup>1</sup> At the time of this first interview the Area Supervisor attempts to determine the youth's likes and dislikes and also to secure from the youth some information which will indicate the probable future work interest of the individual making the application. This information requested includes the youth's health record, school record, family background, ambitions, and other personal data. After this preliminary work has been completed, the youth is informed that he must register for employment with the State Employment Service at the nearest branch office of that department and that he will also be expected to make an application for a Social Security Card and that this Social Security Number must be in the hands of the Area Supervisor before a certification can be made.

After the youth has been dismissed, the available records are checked to ascertain the reliability of the information given by the youth and the Area Supervisor then carries the application into the field on his next visit to the town given as the youth's address and secures additional information concerning the youth from various individuals in his community, such as local merchants, the superintendent of schools, the county agent, the local doctor and others.

If the facts found by this investigation satisfy the Area Supervisor that the youth is in need and that he can profit by an assignment to the NYA Program, a case history is drawn up and the various certification forms<sup>2</sup> are completed and submitted to Bismarck

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1- See Appendix "A" for copy of form

2- Ibid



together with the recommendation as to what he feels should be done in this particular case.

The Director of the Division of Employment carefully examines each application as it is received by him as well as the recommendation of the Area Supervisor and he then accepts and issues a certification for the youth or rejects it and mails to the Area Supervisor a report as to why the application was rejected.

If the youth is certified by the Division of Employment as being eligible for work the Area Supervisor then requests the assignment of the youth to the project nearest the youth's home on which, in his opinion, the youth will derive the greatest benefits.

In North Dakota the hours of work, on local work projects, as set by the State Youth Administrator, enable the youth to work a total of 50 hours per month for which he is paid at the rate of either 25¢ or 34¢ per hour depending upon the wage scale to which he has been assigned. This enables the youth to earn \$14.00 per month on the Class B scale to which at least 80% of the youth employed in the state must be assigned.<sup>1</sup> If the youth has been assigned to the Class A scale he may earn a total of \$17.00 per month and not more than 20% of the youth employed in the state may be assigned to this wage scale.<sup>2</sup> In addition to the restriction as to the total number of hours that may be worked in any one month, the regulations under which the Program operates specifies that the hours of project work youth employees shall not exceed 8 hours per day, or 40 hours per week.<sup>3</sup>

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1- Administrative Order No. 5, Aubrey Williams

2- Ibid

3- Ibid



### Finance Procedure

The responsibility for the payment of the youth employees of the National Youth Administration rests with the Division of Finance and Statistics who have outlined the procedure to be followed by the Area Supervisors in seeing that the youth submit their time in the proper manner and that the work accomplished has been work that is eligible for payment under the regulations of the National Youth Administration.

At the time that the local Work Project is first established, the timekeeper or local supervisor is instructed as to how the time shall be kept for each of the youth employees working on his project. It is the responsibility of the Area Supervisor to see that this individual is instructed as to the proper form of keeping work records and the proper submission of time worked to his office in order that the youth may be paid. Each Timekeeper is requested to sign a form to the effect that he will comply with all timekeeping regulations of the National Youth Administration.<sup>1</sup>

Ordinarily the local timekeeper keeps a record of the daily work accomplished by the youth on his project in a notebook and then at the end of the work month transfers this record to the Time Card NYA Form No. 450A<sup>2</sup> with which he has been supplied, secures the youths' signatures and mails the time cards to the Area Supervisor's office.

Upon receipt of these time cards from the local projects, the

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1- See Appendix "A" for copy of form

2- Ibid



Supervisor makes up a payroll and submits it to the State Office for payment. Before this payroll can be submitted, a careful check must be made to determine that each of the timescards has been properly filled out and signed and that each youth who submits time has on file in his office an affidavit that he does not advocate nor is a member of an organization that advocates the overthrow of the government of the United States through the use of force or violence.<sup>1</sup>

After the payroll has been submitted to the Division of Finance and Statistics, it is again carefully checked and if everything is in order, a check in payment of services performed is mailed directly to the youth.

In addition to the responsibility regarding the payment of youth employees of the Program, the Division of Finance and Statistics also has the responsibility of maintaining records and accounts to reflect the status of all property - its acquisition, movement and disposal, and amounts on hand. "This division shall be responsible for maintaining records to reflect the personal liability of persons in custody of the property."<sup>2</sup> "The Division of Finance and Statistics shall have no authority to regulate the movement of property within the state, or to order, manage or dispose of property, unless requested to do so by the operating division concerned."<sup>3</sup>

The Division of Finance and Statistics shall also maintain records from the reports mailed to them each month by the Area Supervisor as to the actual contributions which is made by each of

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1- See Appendix "A" for Form

2- Inventory Control and Property Transfer Procedure, Robert Byrne

3- Ibid



the co-sponsors throughout the state. This report is mailed to the State Office each month and includes all expenditures made by the co-sponsors for materials and payrolls which have been consumed during the month on the local project.<sup>1</sup>

#### Safety Procedure on Projects

The State Youth Administrator is responsible for the development of an effective safety program in accordance with the provisions of this procedure and will take such measures as are necessary to insure adherence to established safety practices on the part of all persons concerned with National Youth Administration activities. He exercises this responsibility through the State Director of Work Projects, except where the size of the program or other special conditions have made some other arrangements advisable. Special arrangements of the latter type require the prior approval of the Washington NYA Office.<sup>2</sup>

In all matters concerning disabling injuries, fatal accidents and other subject of mutual concern, the person responsible for the safety program shall cooperate closely with the Director of the Division of Finance and Statistics who is responsible for compensation work.<sup>3</sup>

Adequate provision shall be made for first aid, sanitation, safety supplies and equipment at the time of planning a project. When transportation is necessary, safe automotive equipment shall be provided. No project shall begin operation until adequate safety

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1- Manual of Finance & Statistics, T. T. Albers

2- State Orders on Operation of Safety Program, Robert Byrne

3- Ibid



measures have been provided.<sup>1</sup>

In actual operation in the field the foregoing safety regulations are rigidly enforced and if any youth employee or any local timekeeper is found who violates any of the safety regulations, that individual's employment with the Program is immediately terminated.

All youth working under the National Youth Administration's Program are covered by Federal Compensation and in order to be eligible for the payment of claims all safety regulations must be carried out. In case of an injury, first aid is given immediately and, if necessary, the injured person is taken to a doctor. An accident report form is filled out stating the cause of the accident, and all other information necessary for the payment of the claim and for the prevention of a recurrence of the accident is given.

#### Report of Physical Accomplishment

At the end of each quarter of the fiscal year the Area Supervisors are required to report the work that has been accomplished on their territory during the last three month period. This report is compiled at the end of the fiscal year to reflect the actual work accomplished by the youth. At the present time, only the physical accomplishment of the youth on the project such as the number of buildings constructed, the trees planted, skating rinks developed, etc. is given and no attempt is made to measure the value of the related training of the project to the individual youth.

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1- State Orders on Operation of Safety Program, Robert Byrne



The related training value of the project to the individual youth would be difficult to ascertain but if it could be satisfactorily measured it would probably indicate more accurately the worth of the Program to the youth and to the community.



## CHAPTER III

Projects in Operation for Out-of-School  
Youth in North DakotaResident Training Projects

Most communities in the United States offer meager educational and recreational facilities for young people who are out-of-school and out-of-work. And they are the very young people who need most of the normal spare-time activities of youth--athletics and games, dancing, music, dramatics, hobby clubs--or just some place to meet friends.<sup>1</sup> The youth who has a job can afford to pay for membership in some organization that offers these opportunities but the youth in whom the National Youth Administration are primarily interested cannot.<sup>2</sup> For this reason and in order to give some youth in our state the opportunity of at least sampling college work in order to be able to more closely determine their future work field, the National Youth Administration in North Dakota has established twenty-two Resident Training Centers. These Resident Training Centers have been established through the cooperation of various public educational agencies.<sup>3</sup>

It is impossible to assist the needy youth of North Dakota in their home communities, for seventy per cent of them come from rural homes where educational facilities do not exist beyond the grade school. In order to aid these young citizens, resident training

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1- A New Deal for Youth, Betty & Ernest K. Lindly, Viking Press p 60

2- Ibid

3- Mimeographed Report on Resident Training Centers, Robert Byrne p 1



have been established which combine work projects, educational training, recreation, and group living.<sup>1</sup>

The National Youth Administration is in no way an educational agency. Its concern is largely with providing part-time work for young people in places where the youth may have educational advantages. The National Youth Administration has found that the educational institutions of the state are willing to cooperate in extending their facilities to needy boys and girls on NYA Resident Training Projects.<sup>2</sup>

The large majority of resident training centers in North Dakota are sponsored by educational institutions. In some cases there are cooperating agencies assisting with project operation, such as park boards, county governmental units, and municipalities. The National Youth Administration not only pays youth wages, but also expends from \$2.00 to \$5.00 per youth month for the cost of supervision or for materials. The amount expended on various projects varies with the type of work being done. A Project involving the construction of a dormitory is allotted more funds for materials than one in which girls are repairing library books. The sponsors are required to pay for all materials, equipment, and supervision necessary for efficient project operation which is not a contribution of the National Youth Administration.<sup>3</sup>

The youth assigned to these Resident Centers work on projects from 75 to 100 hours per month, for which they are paid from \$24.00

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1- Hineographed Report on Resident Training Centers, Robert Byrne p 1

2- Ibid

3- Ibid



to \$30.00. In all cases, this wage is large enough to pay subsistence costs and to give each youth \$5.00 monthly to meet personal expenses.<sup>1</sup>

Work projects are developed on or near the site of the resident centers, and, in all cases, the work program is approved by the National Youth Administration. No projects are accepted which provide for general maintenance work normally a responsibility of the institution, or for the improvement of private property. The work program is the first responsibility of the NYA workers, and the total program is so arranged that studies do not interfere with the conscientious performance of the total number of hours of scheduled work.<sup>2</sup>

The National Youth Administration requires that the work program be so supervised that the youth will receive a maximum of training value from the work, including: (a) The habit of reporting to work on time. (b) Learning how to take orders. (c) Learning how to work with others. (d) Developing initiative and resourcefulness. (e) Learning how to execute project plans, etc. Many of the educators who have assisted with the establishment and operation of resident centers are of the opinion that the work projects are as valuable to the youth as the formal classes which they attend.<sup>3</sup>

The educational program is the responsibility of the educational institution sponsoring the project. The youth are allowed to take from one-half to three-fourths of a normal, school, credit load. The related instruction is designed to insure the most efficient prosecution of the work project, and is planned for practical usefulness to the youth upon return to their homes in the capacity of

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1- Mimeographed Report on Resident Training Centers, Robert Byrne

2- Ibid

3- Ibid



homemakers, workers and citizens. Obviously, the instruction on the various projects is adapted to the educational backgrounds and aptitudes of the youth. It is the concern of the National Youth Administration to assist these youth in becoming employable.<sup>1</sup>

The selection and assignment of youth workers is made from the certified group meeting the established eligibility requirements prescribed by the NYA for work projects. This does not, of course, preclude the establishment of special educational requirements as a condition of assignment or transfer to individual projects. In all cases, youth who are selected come from families whose income is insufficient to provide the basic needs for all members of the family. Usually, the youth selected for Resident Centers are taken from the lists of youth who have been employed on a local project where there has been an opportunity for the Area Supervisor to contact the youth quite frequently and where there has been the opportunity of several conferences with the individual youth which help in determining his particular interests and aptitudes.

The youth assigned to a Resident Center in North Dakota are selected on a state-wide basis. That is, all applications for assignment to each of the centers are submitted to Bismarck and are there reviewed by the State Director of the Division of Employment who determines, on the basis of information available, which youth shall be selected for these assignments. The State Director of Employment, in his selection of the youth who are to be assigned, is guided in

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1- Mimeographed Report on Resident Training Centers, Robert Byrne



his choice of youth by the case history that is submitted with each individual's application and also by the recommendation of the local Area Supervisor as to what action he feels should be taken regarding any particular case and the rating which that youth is given in comparison to the youth who have filed application from the same territory.

Factors which are considered by selecting officers in the assignment of youth can probably best be illustrated by using the list of these factors as given in the Mimeographed Bulletin on the Resident Centers issued by the State Office of the National Youth Administration.<sup>1</sup>

- 1- Need: No youth is selected for a resident training project who can avail himself of educational opportunity without NYA assistance. Youth must be selected from families in need.
- 2- Scholastic Record: The youth to be eligible for the program must be average or above average in scholastic attainment. The educational background of the youth is an important factor in deciding for which project the youth is qualified. On certain projects, high school graduates are preferred. On other projects, youth who have not had an opportunity to go to high school are chosen. It has been determined that NYA is unable to materially assist young people who are subnormal mentally; these are not selected for the program.
- 3- Health: The youth must be in good health and physically fit. No youth who is subject to periodic illness or who is afflicted with chronic disorders is accepted. Each youth is given a complete physical examination before entering the resident training project. Emergency medical and dental care is provided for the youth at all of the centers.

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1- Mimeographed Report on Resident Training Projects, Robert Byrne



- 4- Youth Interests and Ambitions: The youth to be eligible for selection, must be ambitious and able to profit from the training, under no condition is a youth selected who is not interested in bettering himself, and who is not intelligent enough to profit by the educational advantages offered at the center.
- 5- Attitude: The youth selected for the resident centers must be fitted not only for the educational program, but, more important, for the work program. A youth who is interested in the fine arts is not assigned to a project involving mechanical ability in which tractors and automobiles are overhauled. A youth who is interested in agriculture as a way of life is not assigned to a project where educational emphasis is placed on the fine arts.

In North Dakota, at the present time, through the cooperation of the various educational agencies, the National Youth Administration has established and is operating the following Resident Training Projects for the youth of the state.

#### Projects for Young Men

Dickinson  
Teachers College

Enrollment - 16

Shop work, building of furniture and playground equipment, landscaping, constructing sidewalks. College officials are in charge of the educational program, and enroll the youth on a half-time basis. High school graduates were selected for this project.

Valley City  
Teachers College

Enrollment - 20

The boys are redecorating and remodeling a college-owned dormitory, building a 300 foot retaining wall from 3 to 12 feet high, and are landscaping an 80-acre plot of school land. Youth on this project are high school graduates and are attending college classes on a part-time basis.

Ellendale  
Normal and Industrial School

Enrollment - 25

The project work consists of rebuilding and improving the college museum. The work is supervised by a former member



of the Smithsonian Institute. Regular college work is offered on a half-time basis. Twelve girls are assigned to this unit.

Wahpeton  
School of Science

Enrollment - 35

The work consists of remodeling and rebuilding the attic floor of the men's dormitory into suitable living quarters; the building of a rifle range; remodeling and painting shops in the Trades Building. There were no specific educational requirements for this project. Youth selected were interested in trade education, including Auto Mechanics, Printing, Radio, Welding, Forge Work.

Fargo  
Agricultural College

Enrollment - 80

The rebuilding and complete remodeling of college barracks into a dormitory, classrooms, recreation rooms, and shops. Sixty boys who are interested in farming as a vocation study the courses offered in the Farm Folk School on a half-day basis, and work half days. No educational requirements were considered in the selection of this group. Twenty boys on this project are High School graduates, and are studying Aviation Mechanics in the School of Engineering.

Mayville  
Teachers College

Enrollment - 35

The project work consists of the construction of a Science building for the college and workshop projects. Youth assigned are High School graduates, and study college subjects on a part-time basis.

Grand Forks  
University of North Dakota

Enrollment - 40

Construction of an Aeronautical Engineering building, and workshop activities. No educational requirements were set up for this project. Youth were selected because of their interest in mechanics. The School of Engineering offers the following courses to the group: Aviation Mechanics, Auto Mechanics, Welding, Forge Work, Mechanical Drawing, English, and Arithmetic.

Park River  
Agricultural High School

Enrollment - 25

This work project is in the field of agricultural demonstration and includes experimental work with wheat, flax, and potatoes.



Many new and superior varieties have been developed. The boys selected for the project are interested in farming, and study courses in the Smith-Hughes Department on a half-time basis.

Bottineau

School of Forestry

Enrollment - 20

The rebuilding of a college dormitory, digging a root cellar, and installing a 2,480 foot overhead sprinkling system. Youth enrolled on this project are high school graduates, and study Forestry School subjects on a half-time basis.

Minot

Teachers College

Enrollment - 50

The boys are constructing an auditorium for the college. The young men are studying subjects offered by the college on a half-time basis.

Williston

Public High School

Enrollment - 30

The project work consists of the renovating of the experimental farm buildings, and assisting with irrigation projects. The youth are under the supervision of a trained Smith-Hughes man who directs both the work and study.

#### Projects for Young Women

Arnegard

Welfare Board

Enrollment - 18

Girls who have not had an opportunity to go to high school are enrolled in this homemaking project. There is a class parallel between the project work and educational program. The following fields of activity are stressed: Sewing, Cooking, Child Care, Home Management, Economical Buying. Girls are enrolled for a period of four months, after which many of them secure positions as maids, waitresses and clerks.

Dickinson

Teachers College

Enrollment - 30

The work project is clerical and stenographic for county offices. The girls are enrolled in the Teachers College on a half-time basis.



Dickinson  
Welfare Board

Enrollment - 20

The work project and related training is in the field of homemaking, and includes sewing, cooking, child care, home management, etc.

Fargo  
Welfare Board

Enrollment - 15

The project work is in the field of homemaking, including home management, sewing, and library work. Courses taught by a Home Economics instructor are planned to give the girls training which will make them employable.

Mandan  
Welfare Board

Enrollment - 15

Girls who have not had an opportunity to go to high school are enrolled on this homemaking project. There is a class parallel between the project work and the educational program. The following fields of activity are stressed: Sewing, Cooking, Child Care, Home Management, Economical Buying. Girls are enrolled for a period of four months, after which many of them secure positions as maids, waitresses, and clerks.

Mayville  
Teachers College

Enrollment - 25

Library work, clerical work, and fine arts work at the State Teachers College. Youth on this project attend the College half-days, and work half-days. All youth selected were high school graduates.

Minot  
Teachers College

Enrollment - 25

The girls divide their time between work and school. Eighty hours per month they are employed in government offices doing clerical and stenographic work. All of the girls were selected for this unit from the list of high school graduates.

Valley City  
Teachers College

Enrollment - 20

The project work consists of repairing and binding music, and improving the facilities of the art department and library. The girls selected for this project are high school graduates, and attend college on a half-time basis.



Walgton  
School of Science

Enrollment - 16

The project consists of clerical work and homemaking projects. Most of the girls at this center are high school graduates, and take regular Trade School work offered by the institution.

Park River  
Agricultural School

Enrollment - 20

Twenty girls who are desirous of securing positions in the clerical and stenographic fields are given advanced training by the Commercial Department of the Park River Agricultural School. The girls work 80 hours per month in the field of agricultural demonstration, including the extension of adult educational facilities in the newly created soil conservation district.<sup>1</sup>

In addition to the Resident Centers listed above, there has been proposed and will be set up and operated during the summer months an All-State Band Project at the University of North Dakota. The project will take care of from fifty to sixty youth, sufficient to make up a balanced instrumentation in the band, and the principal objectives will be to instruct the youth assigned in the technique of band and solo playing and to inculcate more of an appreciation for fine band music. The work project will include the filing, re-pairing, binding, and copying of band music and through this medium the youth will become more familiar with good music.<sup>2</sup>

It has also been proposed that a Resident Home Economics Project be established at the University of North Dakota. This Home would be similar to the other homes now being operated and its principal objectives would be to:

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- 1- Mimeographed Report on Resident Training Centers, Robert Byrne
  - 2- Mimeographed Report on All-State Band Project, Robert Byrne



- 1- Provide the opportunity for personal enrichment experiences.
- 2- Provide practical education and experience in satisfactory home management and living.
- 3- Provide training in the field of Home Economics so that the enrollee may qualify as a homemaker or as a household employee.<sup>1</sup>

#### Local Construction Projects:

Of the 4,000 youth in North Dakota who are being assisted by the Out-of-School Program approximately 800 are assigned to Resident Training Centers. The balance of the youth are assigned to Local Work Projects scattered throughout the state under the direct supervision of the local Area Supervisor and the project foreman. In the assignment of youth to these local projects, the Area Supervisor always attempts to find work that carries with it a definite value in the way of related training.

Inasmuch as seventy per cent of the youth assigned in North Dakota are members of farm families, the National Youth Administration feels that the greatest benefit can be derived by the young men through an assignment to projects where they will have the opportunity of doing some construction work. These construction projects, involving work in masonry, concrete work, and carpentry work give the youth a valuable practical education which they can apply in their work on the buildings at their home farms. The projects have also assisted some of the youth to determine their future work plans.

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1- Mimeographed Report on Home Economics Project for UNB, Robert Byrne



In North Dakota the youth assigned have completed the construction of a number of various types of buildings and there are, at the present time, a number of different construction projects under operation. The NYA boys at Halliday constructed a school dormitory; in Bismarck, a city warehouse and garage; in Westhope, a community hall; in Minot a county warehouse<sup>1</sup>; a number of band shells have been built for various towns in the state and there have also been constructed Youth Centers and Community Buildings. The youth on these projects have demonstrated that they are able to do very satisfactory work on projects of this type and there is an increasingly heavy demand for NYA workers to construct these various facilities for the communities.

#### Local Non-Construction Projects:

In order that all youth assigned to the Out-of-School Program might have an opportunity of working and learning, a number of projects have been established in North Dakota that cannot be classified with either the resident centers or as construction projects. These would include all of the local projects to which the young women have been assigned and also a number of projects to which young men have been assigned where no construction project has been available.

In Chapter II of this study, a list of the types of eligible work that NYA youth may perform has been given. Of these, the following are some that are in operation throughout North Dakota.

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1- Mimeographed Report by State Office, Robert Byrne



**Sewing Projects:** Young women have been assigned to these projects who, for one reason or another, cannot take advantage of the opportunities presented at the Resident Training Homes or at the Resident Training Centers. On these projects, the girls assigned make and repair children's clothing, quilts, and rag or hooked rugs. The completed articles of wearing apparel are, in most cases, turned over to the County Welfare Boards for distribution to their clients. Each of the girls working on a sewing project is under the supervision of a volunteer worker or a woman paid by the County Welfare Board who assists the girls in the making of the various articles and also instructs them as to the uses of various materials and other matters pertaining to sewing and homemaking. In most counties the girls are required to complete a Sewing Workbook while assigned to the project.

**Clerical & Stenographic Projects:** The girls assigned to these projects are those who are particularly interested in training for secretarial work. They have not had the opportunity of attending schools of advanced training and are learning some of the skills of this trade by working as clerical assistants. The various city, county, school and governmental offices are cooperating with the National Youth Administration in giving these girls a chance to learn and earn while working in their offices. In a few cases, the girls assigned have become so proficient in their work that they have been transferred from the NYA project to private employment with the agency with which they have been working.

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**Library Projects:** The girls assigned to library projects assist in the supervision of school and public libraries. Their duties include the cataloguing and binding of books and pamphlets, and in the repairing of volumes in the library.

**Hot Lunch Projects:** The National Youth Administration in North Dakota is cooperating with the Surplus Commodity Corporation in serving hot noon lunches to the school children of our state. The girls on this project assist in the preparation and serving of these hot lunches.

**Recreational Projects:** Some young men are assigned to assist in the development and supervision of local recreational programs. This type of project is particularly valuable to some of our young men in that it calls for a great deal of work with the public both in the meeting with and directing the people of their community in the various recreational activities of that community. Some of the work included on a project of this type might be the building and development of a skating rink, the construction and supervision of kittenball and baseball diamonds, the making of toys to be used in game rooms, and the supervision of the public while they are using the facilities that the young men have made available.

**Workshop Projects:** In the workshop projects the young men repair and construct furniture for the County Welfare Boards, and also do other work which is classified along this same line of work. In these workshops the youth have the opportunity of learning how to

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handle tools as well as the proper care of tools. The related training value of a project of this type is quite evident when one stops to consider the large amount of repair work that is necessary around the average farm and the number of times that basic skills in the use of a hammer, saw, and other common tools are valuable to the farmer in North Dakota.

As far as possible, the National Youth Administration gives these young people experience in more than one occupation so that they can explore the possibilities offered by different types of work, and intelligently select an occupation in line with their interests and aptitudes.<sup>1</sup>

All of the youth assigned to Local Work Projects in North Dakota are under constant supervision by their local foreman and the Area Supervisor in whose territory the project is located. An effort is made to contact the local foreman at least twice a month to check on the progress of the project and also to confer with him regarding the progress being made by the individual youth assigned to his project. As often as practical, the Area Supervisor meets with the youth assigned to the local work projects, while they are working, and either talks with the group as a whole or arranges for individual conferences with the youth. The purpose of these conferences is to establish closer relationship with the youth and to create an opportunity to help the young people who are working under this Program.

Discipline problems are handled, in the majority of cases, by

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1- Mimeographed Report by State Office, Robert Byrne



the local foreman who may dismiss youth from the program for cause upon approval of the Area Supervisor and the State Office. Ordinarily there are no great discipline problems and the youth assigned have been found to be quite anxious to earn the money for which they are working.

In Appendix B of this study will be found a number of photographs which have been taken of the various work projects in North Dakota. These photographs, with the explanatory statement accompanying each will give some idea of the scope of the work that is actually performed by the youth assigned to the National Youth Administration's Out-of-School Program.



## CHAPTER IV

Resident Training Homes For GirlsA Brief Statement Concerning the Objectives and Reason for the Establishment of These Projects:

Perhaps the most complicated and most discussed question that has faced the National Youth Administration in the out-of-school program is: "What are the best types of work that can be planned for the girls who have made application for assistance through the National Youth Administration?"<sup>1</sup>

Studies were made; conferences were held. These facts stood out bluntly: there are few employment outlets for girls with sixth, seventh, and eighth grade educations. There are thousands of NYA girls through the United States in this group. Fourteen per cent of the women employed in the United States are in professional occupations, which are a sealed door to these girls. Eighteen per cent of employed women work as typists, stenographers, file clerks, bookkeepers, and cashiers; these jobs demand skills for which the background of most NYA girls inadequately prepares them. Almost ten percent work in what census terms "trades", which include the work of saleswomen and clerks in stores. Any department store employment office will testify that the girl without a high school diploma has small chance of getting a job. Factory work and domestic and personal service are the chief opportunities for unskilled girls with poor educational backgrounds.<sup>2</sup>

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1- A New Deal for Youth, Betty and Ernest E. Lindley, Viking Press p 52  
2- Ibid



While many girls are employed in private industry for a few years, the work of American women today is still basically that of homemaking; and NYA has met the question of the employment of girls in a realistic way. When girls can compete for clerical or semi-professional jobs, they are given work experience and training in those fields. For the rest--the majority of NYA girls--work projects are planned which will give them opportunities to be better homemakers.<sup>1</sup>

The National Youth Administration of North Dakota has found, among many of the young women coming to its attention, a need for training in the field of homemaking. They have endeavored to meet this need through the establishment of Four Resident Training Homes for Girls.

The primary objective in the establishment of the Resident Training Homes for Girls in North Dakota has been to train these young women to be better housewives and better homemakers. Included in the curricula of each Home are subjects which bear directly on this main objective. The work program is planned to give the girls training and experiences in those duties and tasks which will their work at home at the expiration of their assignment. The educational courses which include: Home Management, Care of Children, Economical Buying, etc. bear out this main objective-- to train the young women to become better homemakers.

A secondary objective in the establishment of the Homes has been to train some of the young women for private employment in the capacity of Maids and Housekeepers. The experience of the National Youth Administration has been that the girls who have completed the four month training period at one of the Resident Training Homes have been able

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1. A New Deal for Youth, Betty and Ernest K. Lindley, Viking Press p 52



to secure positions as household employees at what might be called premium wages. Each of the girls who just completed the period ending the latter part of April have been offered private employment, either in their own home towns, or in the cities of North Dakota where the employers of domestic servants have learned from experience that the girls from these Resident Homes are much better qualified to carry out the duties as a Maid or Housekeeper than girls who have not enjoyed the opportunity of attending one of these Homes.

A third objective and one equally as important as those already mentioned is the training of these young women to live with others. The Homes are operated on a very democratic principle and in every instance, the girls have an opportunity to be self-governing. The regulations governing the operation of these Homes state in part: "Every project should have some form of organization through which youth workers may express their point of view and through which they may participate in the management of the project. A subcommittee or unit of this organization should concern itself with the handling of subsistence, participating in the determination of the amount of the subsistence charge, the way in which it is expended, and the review of values received from subsistence expenditures. The method of handling these operations and the financial relationships involved should, insofar as possible, be understood by every participant in the resident project, and information on these points should at all times be available."<sup>1</sup>

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1- Administrative Order, Letter No. Y-1112, Aubrey Williams



At these Resident Training Homes, each of which accommodates from sixteen to twenty girls, the youth are assigned for a four month period. Their time is so divided that they spend one-half of their time for class work and the other half for work on the project at the particular Home to which they are assigned.

#### Methods of Operation:

The Resident Training Projects for Girls which the National Youth Administration has established in North Dakota are sponsored in exactly the same manner as all other Work Projects for Out-of-School youth. The responsibility of the co-sponsors of these Homes have been increased in an almost direct ratio to the amount of money expended by the National Youth Administration on the project.

The co-sponsor must meet all stipulations and clauses contained in the contract under which the Home is established and must assume the responsibility of providing the materials needed for the proper operation of the work project in operation at each Home. It is the responsibility of the Co-Sponsor as well as of the National Youth Administration to see that the projects are operated in an efficient and economical manner.

Ordinarily, the educational program of a Resident Training Home is the direct responsibility of the Co-Sponsor but in the case of the these four Homes particularly this responsibility is shared by the National Youth Administration and arrangements are made which are mutually satisfactory.

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At the time that a Resident Training Home is established, the National Youth Administration enters into a contract which provides for the leasing of a completely furnished modern home, with a lessor who has property meeting the specifications as enumerated in the contract form.<sup>1</sup> This contract gives in detail the standards which must be met before a house will be approved. It provides for a minimum list of furniture to be included for each room of the building. It includes a clause concerning the furnishing of heat, light, and water by the lessor. In fact, it makes provision for all contingencies which might arise that are to be taken care of at the lessor's expense.

The purchasing of supplies and the procurement procedures under which these Homes operate may be handled either on a contractual basis by another agency, group or individual or directly by the National Youth Administration.<sup>2</sup> In North Dakota the National Youth Administration operates their Homes on the plan of furnishing supplies directly to the Homes and is governed by the following procurement regulations.

Where the National Youth Administration is furnishing subsistence items directly to project employees, the established arrangements for making payroll payments and for purchasing material, equipment and services shall be followed. "Under the present procurement regulations, adequate planning and proper use of existing procurement regulations, and proper use of existing procurement methods can facilitate the efficient and adequate provision of subsistence items to project employees in resident centers."<sup>3</sup>

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1- See Appendix A for copy of form

2- Administrative Order, Letter No. Y-104, Aubrey Williams

3- Ibid



Whenever feasible, indefinite quantity contracts may be established covering the procurement of staple items for resident centers. Such contracts can be established covering any stated period within the current fiscal year with provisions for issuance of monthly purchase orders covering the project requirements for that monthly period. "Such contracts should be definite as to quantity and the purchase order issued to cover the monthly requirement may specify delivery as required by an officer of the National Youth Administration up to a maximum stated amount."<sup>1</sup>

"Through agreement with the Procurement Division, U.S. Treasury Department, the State Youth Administrator is authorized to make use of the blanket requisition procedure in the procurement of perishable feedstuffs and other non-labor items which can be more effectively procured at or near the locality where the resident center is located."<sup>2</sup>

A blanket requisition may be issued by an authorized official in order to expediate smaller purchases. It must adequately specify the type of commodities required, the project to which delivery is to be made, and the aggregate amount of expenditures authorized, which sum normally should not exceed two months' requirements for miscellaneous small purchases to keep a project in operation. There is no limitation on the amount in which a blanket requisition may be encumbered.<sup>3</sup>

The requisition is transmitted to the State Procurement Officer who advises the Deputy Procurement Officer or other authorized official by letter, or by a copy of the approved requisition, of his authority

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1- Administrative Order, Letter No. Y-104, Aubrey Williams

2- Ibid

3- Ibid



to make purchases within the scope of the requisition. As subsidiary requisitions which apply against a blanket requisition are received, purchase orders will be issued by the State Procurement Officer, his deputies, or other authorized official.<sup>1</sup>

In the operation of resident centers, the blanket requisition may be used subject to the following provisions.<sup>2</sup>

1- A separate blanket requisition on the specified Treasury Form shall be established for each resident center requiring such authority. The requisition shall indicate the class or classes of items which may be procured and the authorized supervisor-buyer.

2- The State Procurement Officer shall, by letter or an endorsed copy of the requisition, authorize the supervisor-buyer designated in the requisition, to make the necessary purchases locally and advise the designated supervisor-buyer that he may deal with three or more vendors.

3- Individual purchases under the blanket requisition shall not exceed \$50.00

4- Dealers' bills in duplicate, with the original properly certified will be submitted to the supervisor-buyer at the end of each month. The supervisor-buyer will prepare and sign the Receiving and Inspection Report, and transmit this form together with the vendor's bill to the Division of Finance & Statistics for transmittal to the State Procurement Officer for preparation of the voucher. Memorandum delivery tickets, or other receipts, shall be maintained by the supervisor-buyer in such a manner as to verify the quantities shown on every Receiving and Inspection Report.

5- The Director of Finance & Statistics shall secure and file with the Treasury Office, Specimen Signature Cards from each Supervisor-buyer.

The youth assigned to a Resident Home work a specified number of hours during each pay month. In return for this work they are

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1- Administrative Order, Letter No. Y-104, Aubrey Williams  
2- Ibid



paid a wage which will cover all subsistence deductions and give each youth a minimum of \$8.00 per month with which to meet personal expenses. The subsistence deductions are made by the Division of Finance & Statistics who keep a record of the expenditures of each Home and charge each girl her proportionate share of the expense of operating the home. The Youth then receives a check for the balance of her wage which in no case must be less than the specified \$8.00 per month.

Each Resident Training Home is under the general supervision of the local Area Supervisor in whose territory the home is located and it is a part of his responsibility to see that a well-rounded educational and recreational program is carried out in conjunction with the work program. The young women assigned to the Home are under the direct supervision of a Matron, or House Mother, who is employed by the National Youth Administration and who, usually, is a middle-aged, motherly and understanding individual who can secure and hold the confidence and trust of the girls under her charge. These House Mothers are directly responsible to the local Area Supervisor and it is a part of her responsibility to carry out the instructions given to her regarding the regulations which must be met and to carry out the program as out-lined for the home under her charge.

The various class instructors who come in to work with the girls on the educational phase of the program are responsible to the House Mother. She instructs them as to the general outline of the work to be covered and assigns the hours which are available for this part of the program.

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Through the cooperation of the Extension Division of the Home Economics Department of the North Dakota Agricultural College, under the direction of Miss Finlayson, arrangements have been made for qualified Home Economic Instructors to come to the Resident Training Homes and give the young women assigned the opportunity of taking from them subjects which are generally taught in the Home Economic Departments of High Schools and Colleges. These instructors are paid through the Smith-Hughes Department with one-half of the funds being paid by the state and the other half by the Federal Government.

The House Matrons who have general charge of the Homes are also instructors in that they assist the girls in their many problems and direct their several activities.

In addition to the services provided through the use of the Home Economic Instructors and the House Matrons the girls assigned enjoy the advantages of instruction by qualified teachers assigned under the WPA Adult Education Program. These women are particularly valuable to the Homes and make a great contribution to the girls in that they direct the activities and assist the girls in the successful completion of the work program assignments which are given to them.

The girls are also given the added advantage of instruction along the lines of first aid, safety measures and practical nursing through the cooperation of the Safety Division of the WPA who have arranged to have their instructors visit these Homes and give the girls instruction and help in this field of work.

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At each of the Resident Training Homes medical and dental care is provided through Doctors and Dentists employed by the National Youth Administration. This is in accordance with the regulations pertaining to this part of the program which state: "Medical and Dental care shall be provided where conditions warrant and the cost thereof is considered in fixing deduction rates."<sup>1</sup> Regulations issued by the Procurement Division of the Treasury Department preclude the handling of such services on a contractual basis, except in instances of emergency requiring the attention of doctors or dentists. Where such professional services however are required, daily or otherwise, doctors or dentists may be compensated on a salary or per diem basis. In these instances, letters of assignment are definite as to the character of services to be rendered stating the specific hours and dates of anticipated duty status. Where doctors and dentists are compensated upon a payroll basis, provision is made for the treatment of all types of illness and injury cases involving youth employees and other personnel of resident centers.<sup>2</sup>

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1- Administrative Order, Letter No. Y-104, Aubrey Williams  
2- Ibid



## CHAPTER V

### Youth in the Resident Training Homes

#### Methods of Selecting Girls for Home Projects:

The young women selected for assignment to the Resident Training Homes are taken from the rolls of young women employed on the Local Work Projects throughout the state, or are individuals who would meet the same requirements. They are from families who have been certified as in need of NYA assistance and come from families that cannot afford to send them to school for advanced training.

When the notice of a vacancy is forwarded to the local Area Supervisor, or towards the end of the four month period of assignment for a group of girls, the Supervisor checks over his lists of active workers to see which youth he has on the program who would benefit from an assignment to a Resident Training Home. After a careful selection of the girls whom he feels would be interested in an assignment, he contacts each of them by mail or through a personal interview. In this manner he ascertains whether or not they are interested in a transfer to one of the Homes. If they are interested, a notice is mailed to the State Office and the Local Area Supervisor then receives notice from Bismarck as to which girls to send. Selection for these Homes is made on a state-wide basis the same as for other Resident centers with the State Office making the choice of the youth who are assigned.

If the County Welfare Board is particularly interested in a youth

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member of one of the families on its lists, they contact the supervisor and discuss with him the possibilities of transferring that particular youth to one of these homes.

#### Information Regarding NYA Girls:

Inasmuch as only a very small percentage of the total number of girls working on the NYA Program in North Dakota are assigned to the Resident Training Homes, it would be impossible to obtain from these few youth a fair sampling of information concerning the NYA girls in North Dakota. The facts as given in the following tables and discussion indicate the results of a state-wide survey made by Mr. J. Lloyd Stone, Director, Division of Work Projects in North Dakota, during the winter of 1939. The tables which are given immediately following the discussion on each of the topics have been taken directly from the study by Mr. Stone.

#### Reasons given for Leaving School

The replies tabulated from the returns of 1056 girls regarding their reasons for having left school indicate that a large percentage of the girls left because they did not have the funds with which to continue their education. These replies show that 44%, or 469 of the girls surveyed, left school because they did not have sufficient funds to continue their education.

These results also show that 241 youth, representing 23% of the total number of youth reporting, left school because of the fact that they were needed to work at home. The survey seems to indicate that at

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least 67% of the girls questioned are interested in continuing their education. This conclusion is based on the fact that of those who returned the questionnaire, these 67% indicated that they did not leave school through their own wishes but rather because of some other reason.

The accompanying table giving the results shows that only 14% of the youth left school because of a lack of interest in school work.

Table No. 2

Reasons Given for Leaving School by NYA Girls  
in North Dakota

Reason Given for Leaving School	No. of Girls	Percentage Distribution
Lack of Family Funds	409	44%
Needed to Work at Home	241	23
Desire to Earn Own Money	51	5
Lack of Interest in School	143	14
Poor Health	33	3
Other	119	11
Total - - - - -	1,056	100%

Grade of School Completed by NYA Girls in North Dakota

Of the 1398 active cases surveyed, 1285 girls replied on the question as to the amount of education they have had. The results of these replies as given in the accompanying table, Table No. 3, shows that of the 1285 girls reporting, 8.5% report that they have not completed the 8th grade of school. The survey indicates that 26% of the girls surveyed have completed only their grade school education and the balance have had some advanced training. The table shows that 43% of the youth report that they have completed their high school training



and 9% report that they have had at least one year of training beyond high school.

From the writers experience in interviewing girls in McLean and Sheridan Counties, it would seem that the majority of these girls who have had educational training beyond High School have taken this work at private schools or colleges training for beauty culture work or for employment in the commercial world. Because they have been unable to secure employment and are in need, these girls have applied for work on an NYA Work Project.

Table No. 3

Grade Completed by NYA Girls in North Dakota  
Sampling of 1265 cases out of 1298 Active Cases.

Grade Completed	No. of Girls	Percentage Distribution
Less than 6th Grade	6	.5%
Less than 8th Grade	104	8.
8th Grade	335	26
9th "	65	5
10th "	56	4.5
11th "	54	4
12th "	547	43
1 year beyond high school	118	9
Total - - - - -	1265	100%

#### Average Age of NYA Girls in North Dakota

Table No. 4 showing the average age of the 1298 girls surveyed indicates a steady decrease in the number of girls assigned after the age of 19. This might be interpreted to mean that the girls are not aware of the assistance that can be offered to them through the NYA



Program until after they have been out of school for at least one year. It might mean that they are hopeful of finding private employment and accept an NYA assignment only after they have discovered that private employment is not available.

Table No. 4  
Average Age of NYA Girls in North Dakota  
Sampling of 1255 out of 1398 Active Cases

Age	No. of Girls	Percentage Distribution
18	174	14%
19	346	28
20	262	21
21	208	16
22	131	10
23	83	6.5
24	57	4.5
Total	1255	100.5

It will be noted, from reference to the above table, that the replies received from the girls as to their age indicates that there is a steady decrease in the number of girls assigned for each of the age groups for the 20th through the 24th year. This would seem to be indicative of the fact that as these young women mature they leave the NYA Program.

#### Source of Parents Income

The replies received from the 1254 youth answering the question with reference to their Parents Income shows that 88% of these girls are members of a family receiving some form of public relief assistance.



The remaining 12% are youth members of families who were not receiving any form of public relief assistance at the time these girls were assigned to the program. These youth members from the families not receiving assistance are those who have been certified for NYA assistance as "NYA Only" cases by the National Youth Administration itself. A thorough investigation has been made into the family situation in each case and it has been found that these families cannot provide the basic needs for all members of their family. A definite need for assistance has been found in each case although the family may not be, for one reason or another, eligible for or receiving relief assistance through some public assistance program. A survey recently completed by Mr. Arnold O. Goplen, Director of the Division of Employment, shows that the average "NYA Only" is a member of a family group of five with an average annual income of \$650.00 per year.

Table No. 5  
Sources of Parents' Income Among NYA Girls  
in North Dakota  
Sampling of 1254 cases out of 1398 Active Cases

Source of Income	No. of Girls	Percentage Distribution
Farm Security Administration	507	40%
Work Projects Administration	385	31
Aid for Dependent Children	69	6
Old Age Assistance	26	2
Other Relief Agencies	117	9
Non-Relief (NYA Only Cases)	150	12
Total - - - - -	1254	100%

It will be noted that 507 youth, representing 40% of the youth reporting, are members of families receiving assistance through the



Farm Security Administration. The fact that the girls from families receiving help through the Farm Security Administration represents the largest income group is not surprising when we realize that North Dakota is an agricultural state and the greatest porportion of our population are living in rural communities.

The second largest group are members of families employed on the Work Projects Administration Program, at the time of the survey. This group made up of 388 of the girls reporting represents 31% of the total of the replies received. A comparison between the total of 31% of the youth who report that they are members of WPA families with the percentage reported as living in towns shows quite a high correlation.

From the results shown on this table it will be noted that the great majority of cases are receiving assistance from Federal Sponsored Programs. Those youth who are members of families receiving assistance through the programs sponsored by the State and County represent 17% of the youth surveyed.

#### Where NYA Girls in North Dakota Live

Table No. 6 showing where NYA Girls live indicates that the great majority are members of farm families with 52% of the girls reporting themselves as members of this group.

The results as shown by this survey indicate that 14% of the group assigned live in cities with a population of over 5,000. From these results it would seem that in North Dakota the great need for

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NYA assistance is in the rural or semi-rural areas. This might be due to the fact that employment opportunities for youth are more numerous in the urban communities and girls interested in working are able to find private employment.

Table No. 6  
Where NYA Girls in North Dakota Live  
Sampling of 1366 out of 1398 Active Cases

Location of Home	No. of Girls	Percentage Distribution
Farms	687	52%
Towns	430	34
Cities (Over 5,000 Pop.)	179	14
Total - - - - -	1366	100%

#### How NYA Girls in North Dakota Use their Money

The National Youth Administration is particularly interested in knowing how the money paid to the youth as salaries is spent as it has been criticized for encouraging the youth assigned to the program to spend most of the money they earn for the purpose of rehabilitating themselves. Table No. 7 showing the manner in which the youth assigned spend their money shows that the average youth contributes 32.1% of her salary check as a supplement to the family budget. The second largest expenditure of 31.9% for clothing can also be classed as being a help to the family. These two together make a total of 64% of the youth's check which is being spent in a manner that can be classed as being a direct help to the family of which she is a member.

The third largest expenditure is for education which accounts for



13.7% of her salary check. This money, according to reports from the youth is used to pay for correspondence courses or to pay the tuition on High School Extension Courses.

Table No. 7  
How North Dakota NYA Girls Use Their Money  
Sampling of 1017 out of 1398 Active Cases

How Money is Used	Percentage Distribution
Assist Families	32.1%
Education	13.7
Medical & Dental	9.9
Clothing	31.9
Amusements	7.0
Travel	1.5
Other	3.9
Total- - - - -	100.0

The reported expenditure of 9.9% of the salary check for Medical & Dental Care ranks fourth in rank of the manner in which the youth spend their money. It has been the experience of the writer in his contact with the youth living in McLean & Sheridan Counties that a number of the girls make arrangements to purchase glasses immediately after they have been assigned to the program. This would seem to indicate that these youth put off the examination of their eyes and the purchase of glasses until they are able to make and fulfill a definite contract with their Doctor. This also holds true for the dental work that the girls have done after they have been assigned to the NYA Program.



### Educational Work Being Done by NYA Girls in North Dakota

Table No. 8 showing the educational work being done by NYA girls indicates that out of the 804 girls reporting on this question 30% of those who are doing some educational work are enrolled in Teachers Colleges. These girls represent those who have been assigned to the Resident Training Centers located at the Teachers Colleges in North Dakota.

This survey of girls doing educational work indicates that 42% of those reporting are participating in NYA related Training classes on local NYA projects. These classes are conducted on the local NYA Work Project under the supervision of the local foreman and represents the instruction and advice given by these individuals.

Table No. 8  
Girls on NYA Projects Doing Educational Work in North Dakota  
Sampling of 804 out of 1398 Active Cases

Type of Work	No. of Girls	Percentage Distribution
Correspondence School	62	7.5%
Night Schools	23	3.
Business Colleges	54	7.
Teachers Colleges	247	30.
University	3	0.5
Public High Schools	38	5.
NYA Related Training classes	338	42.
Other	39	5.
Total- - - - -	804	100%

It will be noted that 804 of a total of 1398 girls assigned reported that they were doing educational work at the time the study was made. This indicates that 42% are not, at present, doing any work in regular classes organized for a purely educational purpose. It would see, on the face of this information, that these 42% of the girls assigned are



missing some of the values that might be obtained from their assignment to the program. However, the girls not attending regular related training classes or doing other educational work are nevertheless gaining valuable training from their work on the local work project to which they are assigned.

#### Length of Time Girls Have Been on the NYA Program

As a general rule, the National Youth Administration does not encourage its assignees to make a career of their NYA work. In order to ascertain from the youth the length of time they have been on the program, the question as to how long they have been assigned was included in this survey.

The accompanying table, Table No. 9, shows that 1160 youth of the 1398 active cases assigned at the time of survey answered this question.

The results obtained indicate that 343 girls, representing 29.6% of the youth reporting, state that they have been working for a period of from 6 months to 1 year. The second largest group, made up of 26% of the total reporting, state that they have been working for over a year. It will be noted from reference to the table that 10% of the girls state that they have been working over two years.

There are a few cases where the removal of a youth from the NYA program would cause a hardship in the family concerned and, in these cases, the National Youth Administration is quite lenient regarding the length of time a youth may remain on its program. The State Office

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has not issued orders as to the maximum length of time a youth may remain on the program but has left this question to the judgement of the Area Supervisor in order that each case may be judged on its own merits.

Table No. 9  
Length of Time Girls Have Been on the NYA Program  
in North Dakota  
Sampling of 1160 out of 1308 Active Cases

Length of Time on Program	No. of Girls	Percentage Distribution
Less than 3 months	235	20.0%
From 6 months to 1 year	343	29.5
From 3 months to 6 months	168	14.5
More than 1 year	293	26.
More than 2 years	121	10.
Total - - - - -	1160	100%

#### Reasons Given by NYA Girls in North Dakota for Leaving Program

The question as to the reason given by the girls for leaving the program brought returns from 712 out of 1308 active cases surveyed. The results obtained are given in Table No. 10. A study of this table reveals that 34% of the youth reporting state that they left the program in order to accept private employment. No study has been made as to the type of employment that these girls have found has been made but from their educational background, as indicated by Table No. 3, it might be difficult for them to secure employment other than as Maids or Housekeepers.

Of the girls leaving the program, 30% of the youth report that



they have left because there was no project available upon which they could work. One of the reasons for this is that it is difficult at times for a local Co-Sponsor to provide sufficient materials to keep a work project in operation at all times. For this reason, it becomes necessary to shut-down a project until funds have been secured with which it may be re-opened. Another reason for the termination of youth because no project is available would be a change in the youth's address making it impossible for him to report on a project.

A study of this table will also reveal that 85 youth left the program to be married. This group, 13% of the total reporting, make up the third largest group leaving the project for a specific reason. The youth leaving report, in addition to the above listed reasons, that they have left because of one of the following: Poor health, Priority to WFA, Age Limit, Need of Youth at Home, and Other Reasons.

Table No. 10  
Reasons for Girls Leaving NYA Program  
in North Dakota  
During Last Six Months  
Sampling of 712 out of 1398 Active Cases

Reasons for Leaving	No. of Girls	Percentage Distribution
Poor Health	15	2.1
Marriage	85	12.
Priority to WFA	21	3.
Private Employment	238	34
Age Limit	19	3
Needed at Home	43	6
No Project Available	142	20
Other Reasons	151	21
Total - - - - -	712	100%



### Summary

In making a summary of the facts found by this survey it would be difficult to bring together and to correlate these results. A cursory examination of the results presents certain outstanding facts from which it might be possible to draw a mental picture of the average WYA Girl in North Dakota.

This hypothetical girl is 19 years old, a high school graduate who did not continue here education because of lack of family funds. She is a member of a farm family that is receiving public assistance from a relief program. She has been employed by the National Youth Administration for a period of from 6 months to 1 year and uses the major portion of her \$14.00 check to help her family and to buy clothing for herself. She does not attend any formal educational classes and will leave the program in order to accept private employment.



### Educational Program

In the Educational Program of each Resident Training Home emphasis is placed upon the study of foods. In this study particular attention is placed on the requirements for a balanced diet; the importance of fruits, vegetables and milk to health and the necessity of planning for their use. Each Resident Home also offers to the assignees the following subjects: Child care, Home nursing, Table setting and serving, proper care of each room and its furnishing, Laundering, Personal appearance and grooming, Personal cleanliness, Health habits, and dress design. As a part of the class assignment, each girl is also required to make a dress for herself.<sup>1</sup>

The list of subjects and units included in each subject as given below have been taken directly from the mimeographed reports of the Hardian and Farge Resident Training Homes. These mimeographed reports are written by the Supervisors in whose territory the Homes are located and provide a source of information for the other Area Supervisors by giving them an outline of the work at the Homes.

<u>Class</u>	<u>Units of Work Covered</u>
Food	Menu Planning Preparation and Etiquette Table setting and Etiquette Marketing
Cleaning and Care of House	Care of cleaning equipment Care of furniture Care of bedding and linens, correct laundry methods Care of kitchen and kitchen equipment Care of electrical equipment

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**Personal Care and Grooming**

- Care of skin and hands
- Care of hair and arrangement
- Clothing selection
- Care of clothing
- Cosmetics
- Health Habits

**Clothing Construction**

- Selection of clothes, use of commercial patterns
- Type and style, and fitting construction of dress and pair of pajamas
- Material, color and design, remodeling and repairing

**Child Care and Training**

- Physical development
- Play and habits

**Home Nursing and Care of Sick**

- Care of sick and sick room
- Food for the sick
- Medicine chest
- First Aid

**Family Relationships**

- Necessity of good relationship
- Causes for poor relationship
- Boy and Girl problems
- Personality development
- Family budget
- Child's place in the home
- Leisure time
- Place of employed persons in the home
- Marriage on a small income

**Finding and holding a job**

- How to apply
- How to keep a job
- Vocations for girls

The plan of work concerned with the actual operation of each Home includes, in most cases, a system of rotation where each girl spends a period of time at some particular task and then advances to the next. In the Mandan Home this schedule of work is divided into four day periods and the division of work is as follows:

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**Laundress:** Gets up at 6 o'clock, checks in and sorts laundry the night before wash day, sees that stains are removed before washing clothes. Rub spots from dish towels, dish clothes and hand towels after they come from machine. Arrange to get washing done before 10 o'clock a.m. Hang up clothes and take them down when dry. Clean machine platform, tables and stairs. Fold and sprinkle clothes night before ironing. Return clothes to girls and store linen. See that ironing board covers are clean. See that household linens are mended when needed.

**Assistant Laundresses:** (2) Get up at 6 o'clock and assist laundress with all of duties.

**Basement Girl:** Keep basement locker and basement clean, carry out garbage from basement, see that basement steps are clean every day.

**Yard Girl:** Cleans porch and sidewalks and cares for lawns.

**Checker:** Inspects house to see that all duties have been satisfactorily done.

### Work Project Activities

At three of the four Resident Training Homes for Girls the work project activities, or the way in which the girls earn their money, consists of sewing. At these Homes either the afternoon or morning is given over to working on a sewing project where they make and repair various articles of clothing. At the fourth Home, that at Fargo, the majority of the girls are assigned to work with various governmental offices where most of them do clerical work.

The girls assigned to the Mandan, Dickinson and Arnegard Homes where sewing projects constitute the work project activity receive more related training value than do the girls assigned to the Fargo Home. The work at these three Homes is more closely related to the type of training which they are being given and is more valuable to them.

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### Duties of NYA Girls in Warian Resident Home

- Hostess:** Unlocks door in morning, cleans living room, answers phone when Supervisor is out, answers door-bell, welcomes guests, checks girls in and out, sees that table is correctly set, calls girls for meals on time and sits at head of table.
- First Assistant Hostess:** Sweeps dormitory floor, dusts furniture, cleans stairs, sees that all girls things are put away, that nothing is left on beds or dressing tables, washes mirrors, sits at head of second table.
- Second Assistant Hostess:** Keeps Supervisor's room and hospital room clean.
- Dining Room Girl:** Helps dry dishes, keeps dining room clean, keeps storage pantry clean, sees that linen and china are properly stored, sets table and waits on table.
- Assistant Dining Room Girl:** Keeps dish pantry clean, assists dining room girl, helps dry dishes, waits on table, cleans silver when necessary.
- Dish Washers: (2)** Clears table, scrape and pile dishes, wash dishes after meals, after dinner and supper sweep kitchen floor, clean sink, stove and mirror and sweep porch floor.
- Bath room and Hall Girl:** Daily work, wash bath room floor, clean wash bowl, bath tub and toilet, wash mirror, clean hall and stairs, clean closet off hall.
- Cook:** Plan meals, prepare food, see that assistants have performed duties and that kitchen is clean when left, prepares grocery list. Bake the following dishes once: cake, pie, muffins, bread and cookies.
- First assistant Cook:** Gets up when cook does, washes all dishes used by cook, sees that table and cupboard are cleaned before beginning to serve meal, cleans refrigerator, assists cook.
- Second Assistant Cook:** Washes kitchen floor daily, clean kitchen cabinet, sink mirror and windows, bread box, empties garbage and keeps garbage can clean.
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At these three Homes the girls learn specific skills in sewing under the direction of competent supervisors assigned through the WPA Adult Education Program.

At the Fargo Home, the girls assigned did not receive direct training along the line of Household duties from their work project activity. Their assignments to city and county offices doing various types of work gives them an opportunity to broaden their horizons through the experiences which they have and to develop efficient work habits. These girls profit from the opportunity of experiences not offered to the youth assigned to the other Resident Homes and these carry with them a considerable amount of related training value.

#### Economic Value of Resident Training Homes:

It is difficult to establish, in the terms of dollars and cents, the economic value of a training program such as is offered by the National Youth Administration at the Resident Training Homes for Girls.

The establishing of this value would mean that at least three if not four very definite factors must be considered. In the first place, the community in which each of these Homes is located must be considered. Inasmuch as this community derives the benefit from the actual work accomplished on the work project by the girls assigned. Secondly, if these Resident Homes even partially fulfill the objectives and ideals of the National Youth Administration the home community of each assignee must be considered. The third factor to be considered in the establishment of the value of these Homes is the community from <sup>which</sup> some offers of private employment for girls who have completed the course.

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If the Homes have any value, the individual girls who have been assigned must enter as a fourth factor in its determination.

At each of the Homes where the work project activity consist of sewing, the girls make and repair various articles of clothing which are turned over to the local Welfare Board for distribution to needy families. These articles of clothing and other products of the sewing project are a distinct contribution in an economic sense in that they represent the transformation of raw materials into finished goods.

Each of these Homes is co-sponsored by some public agency who felt, at the time of the establishment of the Home, that they would be repaid for the time and money which they contributed towards its development. The fact that they have continued their cooperation can be accepted as a proof of their satisfaction with the operation of the Home in that territory.

In considering the value of these Homes to the community from which the individual girl comes, it is necessary to know first the type of homes which the average NYA girl assigned comes from.

The average NYA girl assigned to a Home is a member of a family that has been receiving assistance for a period of time. The Mendon Home draws its girls largely from a territory in which it is customary for the women and girls of the family to work in the fields and barn. It is not unusual to have girls come to this Home who have done no cooking, cleaning or sewing. Because of their nationality their food habits are often very different from what are considered average American standards. This Home has had several of its enrollees then that

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they do not have regular mealtimes in their home but that instead each member of the family gets food for themselves when they become hungry. Some of the girls report that they have never set a table at home and a large percentage of them have never set a table correctly.

When a girl from a home of this type is given the training available at a Resident Training Home she acquires a few of the better habits and more economical way of living. She carries back to her home community an improvement in her standard of living. This improvement in her standard of living must be recognized as a definite contribution in a social and economic sense.

The communities in which the former assignees of the Resident Homes are now working as Maids or Housekeepers realize an economic contribution from the services of skilled workers as compared to the work of girls who have not had the advantage of this training. These girls who have accepted private employment are recognized, by their employers, as being competent to manage efficiently the household into which they are accepted. Their training at the Home has been such that they are able to make a distinct contribution to the community into which these girls move.

This contribution to the third factor, the community in which girls accept private employment must be recognized as having economic value in terms of skilled labor made possible by the training which the girls have received.

The contribution which is made to the girls themselves constitutes

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the fourth factor to be considered when discussing the economic value of these Homes. This contribution is of both a social and economic nature. From the brief statement which has been made regarding the type of homes from which the average NYA girl comes is partially indicative of the value of this assignment to these youth.

The new experiences which the girls undergo together with the opportunity of meeting and living with other girls of their own age means a broadening of horizons for these girls and an awakening on their part to an entirely different world than that in which they have been reared. The detailed instruction in the various subjects gives them a valuable educational background that enables the youth to leave the Resident Training Home and to accept private employment if they wish. This training of skilled workers represents a valuable contribution of an economic nature in that it does train these girls for private employment. If the girls do not accept the private employment that is offered to them at the expiration of their assignment, the fact that they are able to return to their own homes with the new skills they have acquired sets them apart from the other girls in their community and enables them to pass on to their respective families some of the economic values they have acquired.

#### What the youth accomplish on the project:

The first thing that enters the mind of the practical individual when the question as to what has been accomplished is raised, is how many things he can actually see that have been made. As an example of the amount of work that is turned out by the girls assigned to these Homes the Production Report for one month from one Home is quoted in

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order to give an idea of the amount of work that is turned out by these youth.

Production Report for one Month--Hendon Resident Home<sup>1</sup>

730 shoes jackets remodeled and finished ready for wear  
 5 new childrens dresses  
 2 new ladies skirts  
 1 large canvas bag for Workshop  
 11 chair pads (made to fit primary school chairs)  
 2 hooked rugs  
 2 loom rugs  
 6 dresses remodeled  
 2 spring suits completed  
 2 quilt tops  
 7 bedspreads for single cots  
760 Total articles produced

By carrying this Production Report through for a four month period for each Home and then going a step further and multiplying this total by three in order to get an average four month production record for all three Homes which have sewing projects a rather staggering total of items produced is shown.

If an arbitrary value of \$1.00 were placed on each of the items produced by these sewing projects it would mean that the total value of these articles in terms of dollars and cents would be in the neighborhood of \$9,000.00 for the three Homes for the four month period.

It is probably impossible to measure in any satisfactory manner the results of the work project at the Fargo Home. The fact that these girls are retained in the various governmental offices should be an indication that they are accomplishing some good through their work efforts.

The value of the Educational Program to each of the individuals

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1- Mimeographed Report on Resident Training Project, Loretta Wilke



concerned has been discussed in more or less detail in a previous section of this chapter. It is rather difficult to measure accurately the progress made by the individual member of a group assigned to any particular Home but it would be a fair assumption, inasmuch as those girls who do accept private employment are offered premium wages, that at least the employers of these girls feel that the youth have accomplished something in the way of self-betterment from an educational view-point.

As a matter of personal observation, it has been rather interesting to note the change that is made in the personal appearance of the girls who have enrolled at these Resident Training Homes. At the time of their enrollment in the Home, they are more or less careless in the manner in which they fix their hair and their personal grooming. After they have been at the Homes for a short period of time the girls seem to take a great deal more pride in their personal appearance. Some girls have learned the artistic use of cosmetics and others have learned that an excessive use of cosmetics detracts rather than adds to their personal appearance.

The girls are required to make at least one dress for themselves while they are assigned to the Home and they take great pride in doing a craftsmanlike piece of work on their dresses. It has been the writer's good fortune to have been a guest at the Mandan Home on two different occasions and the improvement in the personal appearance of some of the youth who have been assigned from his territory has been very noteworthy.



From the very nature of the project, the girls assigned cannot help but develop in social grace if they are to remain as members of the group in a particular Resident Training Home. These girls live together for a period of four months. They have the advantage of the advice and suggestions of a trained supervisor and come in contact with a number of individuals who are better versed in the social arts than the people of the girls' home communities. If it is possible to learn from the environment in which we find ourselves then these girls must acquire some of the social grace which surrounds them.

The youth assigned to these projects enjoy a healthful well-balanced diet for a period of four months. This fact alone is an important health factor when we stop to realize that the majority of the girls come from the relief families who probably cannot offer the healthy diet which they should have. Most of the girls assigned find that they gain in weight while at the project. Those that do not show this gain in weight report they they begin to feel much better than previously after they have been at the project for a period of from four to six weeks.

The girls assigned to these Homes are under constant supervision and if any of them show any signs of illness they are immediately sent to the Doctor employed by the National Youth Administration for an examination. In this way, they are able to ward off any serious illness and are advised as to corrective measures to be taken to avoid a recurrence of the illness. If the sickness is of such a nature that radical treatment is necessary, arrangements are made without delay and

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the youth is promptly taken care of.

The girls are also given the advantage of dental care by a Dentist employed by the National Youth Administration. The agreement with the Dentist provides that each of the girls are to have a dental examination and if any emergency dental work is needed, it is provided.

Due to the balanced diet which the girls enjoy, the constant supervision, the medical and dental care, the health of the girls assigned is definitely improved while they are enrolled at a Resident Training Home.

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## Chapter VI

### Records of Girls after Leaving Project

#### Survey of Girls who have completed course of training:

In order to obtain some information regarding the girls who have been at the Resident Training Homes a questionnaire was sent to 130 girls who had been in attendance at Resident Training Homes since September, 1939. Fifty-three youth returned the completed questionnaire which made a percentage return of 44.2%.

The results of this survey are given in the accompanying tables and a study of them will reveal that the girls do feel that their stay at the Home was profitable to them.

The questions covered by this survey are indicated in the title of each of the Tables and also in the brief discussion on each of the various points included in the study.

#### What Former Enrollees of NYA Homes are Now Doing

Table No. 11 with regard to what the NYA girls are now doing shows that 39 youth, or 64.7% of the girls returning the questionnaire, are living at home. Twenty-three of the former assignees report that they now have private employment. According to a report just issued, 46% of the girls leaving the Mandan Resident Training Home at the end of the last four month period, which closed April 26, 1940, have accepted private employment.

Private employment was available for each of the girls who successfully completed their course of training at this Home. Two of

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the girls refused private employment because they were needed to help at home. Three girls did not want private employment but could not give a definite reason for not accepting. One girl was forced to go home to rest after an operation which she had while at the Home. One youth was unemployable, and six youth have been held over for more training. This report can be accepted as an average inasmuch as a similar result would be found in the other three Homes.

The fact that the girls have been successful in the private employment which they have accepted is evidenced by the fact that there is an increasing demand for girls who have finished this training. The employers of these youth have been so well satisfied with the work performed that they have informed others of the type of work these girls are doing. The National Youth Administration does not attempt to place any youth finishing this training in private employment. It does suggest, however, that if the girls are interested in private employment they should register for positions with the State Employment Service. Miss Mavis Fick, Area Supervisor in charge of the Fargo Home reports that a number of inquiries are made at her office for girls to assist in various private homes in Fargo.

Table No. 11  
What Former Enrollees of NYA Homes  
are now Doing

	No. of Youth	Percentage Distribution
Living at Home	29	54.7%
Working	23	44.4
Married	1	.9
Total- - - - -	53	100



To the writer's knowledge, no information is available as to the record made in the improvement in individual homes through the completion of a course of training such as offered at a Resident Home. Several of the girls who returned the questionnaire added a comment to the effect that they are putting into practice the things they learned while at the Resident Home. The youth who reported herself as married stated that she found her training to be very valuable. The girls who have completed the course of training have, with a few exceptions, contacted the Area Supervisor upon their return from the project in order that they could personally extend their thanks for the opportunity which they enjoyed.

#### Attitude Towards Supervision at Homes

This section of the survey included three separate questions as to what the girls thought of the manner in which the Home was conducted. The first question, as to whether or not the youth liked the supervisors and teachers at the Home, brought results that indicated that 53 of the girls liked their supervisors. The second question in this section as to whether the supervisors helped the girls with the work brought returns which were exactly the same as on the first question. That is, 53 girls reported that the supervisors did help them.

The third question of this section with reference to the discipline in the Home showed that some of the girls did feel that more liberties could have been extended to the enrollees. Ten girls stated definitely that the discipline was too strict. Of the 43 other girls who replied in the negative, a number of them qualified their positive answer with

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comments such as: "At times too strict", "Should have been allowed to go to public dances", "Teachers too strict, supervisors fine", etc. A few of the girls were quite resentful of the fact that while at the Home they were not allowed to be out after 10:15 P.M. These girls felt that no restriction should have been placed on the time they reported in at night.

Table No. 12  
What Former Enrollees of NYA Homes Thought  
of Supervisors and Teachers

	Number of Youth	
	Yes	No
Did you like the Supervisor & Teachers	52	1
Did the Supervisor and Teachers help you with your work	52	1
Was the Discipline in the Home too strict	10	43

#### Attitude of Enrollees towards Courses

Two of the girls who returned the questionnaire were not quite sure of the meaning of the word "course" as they answered that no courses were given. These girls went on to say that some people gave lectures and they had notebook work to do but that no courses were offered.

Forty-six youth reported that they enjoyed the courses that were offered and that they personally felt that they did receive some value from them. Five of the girls indicated that they were not interested



in the courses that had been offered to them.

**Table No. 13**  
**What Former Enrollees of NYA Homes**  
**Thought of the Courses of Study Offered**

	Number of Youth		
	No Courses	Yes	No
Did you enjoy the courses of study offered at the Home	2	46	5

#### **Favorite Courses of Study at the Resident Homes**

This question as to which course of study the girls liked best indicated that Sewing, First Aid and Cooking were the favorite courses. First Aid was given by 17 girls as the course they enjoyed the most. The next choice was Sewing and 15 girls reported this course as their favorite. Cooking ranked third in the list of subjects with 14 girls saying this was their choice. Other courses which were given preference by the girls reporting included: Art, Child Care, and Serving.

**Table No. 14**

#### **Favorite Courses of Study at the Resident Training Homes**

<b>Courses</b>	<b>No. of Youth</b>
Sewing	15
First Aid	17
Cooking	14
Art	4
Child Care	3
Serving	1
Total - - - - -	53



### Social Development of Girls at the Resident Training Homes

Under this heading questions as to the making of and corresponding with friends who were at the Home were asked. The question was divided into three parts the first of which was as to whether or not the youth had made new friends while at the project. On this part of the question all 53 youth returning the questionnaire showed that they had made new friends while they were assigned at the home. The next section inquired as to whether or not the youth corresponded with the friends they had made while at the project. Of the total reporting, 44 stated they were corresponding with their new friends.

The third part of this question was framed to determine whether the girls had enjoyed their experience living with other girls. The results on this part of the question show replies from only 45 of the total of 53 who returned the questionnaire. These 45 girls that did answer report that they enjoyed living and working with girls of their own age.

Table No. 15  
How Former Enrollees adjusted to Other Girls  
on the Project

	Number of Youth
	Yes
Did you make new friends on the Project	53
Do you correspond with these friends now	44
Did you enjoy living with other girls	45



### Social Activities at Resident Training Homes

It was felt that the social activities of the girls assigned to these Homes were important in their social development and, therefore, questions as to the social activities of the Homes were included in this survey.

Reference to Table No. 16 will show that all of the girls who returned the questionnaire reported that parties were given at the individual Homes. The average number of parties during a four month period was 2 for each Resident Training Home. The average number of dances attended during the four month period by each girl was shown to be approximately 3 dances during their stay at the Home. It is interesting to note that 37 youth reported that they did not attend many dances while 16 of the reporting girls say they attended a number of dances.

It was found that the average youth on one of these projects attended 3 movies per month during her stay at the Resident Training Home. Some of the youth reported as high as 6 to 8 movies attended each month while others indicated that they had not attended a movie while they were in residence.

The youth also report that an average of 3 plays were attended by the assignees of the Resident Training Homes during the four month period of their assignment.

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Table No. 16

## Social Activities at Resident Training Homes

	Number of Youth		Avg.
	Yes	No	
Did you have any parties in the Home	53		3
Did you attend many dances while at the Home	16	37	2.8
How many movies did you attend each month while at the Home			3
Did you attend many plays or musical concerts	28	25	3

## Living Conditions at the Resident Training Home

It was thought that the reaction of the girls to the living conditions at the Home would be important. In view of this fact the girls were questioned as to whether or not they felt that the living conditions at the Home were as comfortable as the conditions in their own individual Homes. When the results were tabulated it was found that 43 girls reported that living conditions were just as comfortable, 9 reported in the negative and 1 youth reported that she had no home.

The second part of this question referred to the meals that were served in the Resident Homes. The results indicate that 52 girls felt that the meals were just as good as those in their individual homes. The third part of this question was as to whether or not the girls enjoyed their stay at the Resident Training Home. Of the girls



answering, 50 stated that they had enjoyed being at the Home.

Table No. 17

What the Former Enrollees of Resident Training Homes  
Thought of the Living Conditions of the Homes

	Number of Youth	
	Yes	No
Were living conditions as comfortable as in your own home	43	9
Did you think the meals served were as good as those in your own home	53	1
Did you enjoy your stay at the Resident Training Home	50	2

#### Reaction of Former Enrollees to Duties while in Home

Reference to Table No. 18 will show that the preference for Household duties ranged from cooking to laundress and dining room girl. Cooking was reported as the favorite task by 27 of the girls who returned the questionnaire. Next in rank was the job of cleaning the house with 8 youth reporting a preference for this duty. The third choice of jobs was that of hostess with 5 girls reporting this as the best liked task.

Table No. 18

Showing Job Preference While in  
Resident Training Home

Job Preferred	Number of Youth
Cooking	27
Waiting on Tables	3
Cleaning Work	8
Laundress	3
Hostess	5
Sewing	3
Dining Room Girl	1
All	3
Total- - - - -	53



### Feeling of Youth Towards Resident Training Projects

The question as to whether or not the youth who had been assigned would recommend to their friends that they accept an assignment to one of the Resident Training Homes brought replies that would indicate that 47 of the girls reporting stated that they would urge their friends to attend a project if the opportunity presented itself.

It will be noted that 6 girls stated that they would not suggest to their friends that they should accept an assignment. These six girls wrote explanatory notes on the back of the questionnaire. The explanations given by these girls as to why they would not recommend the Homes covered a wide range. The statement of one girl was to the effect that nothing could be learned. Another stated that the acceptance of an assignment was a matter of individual decision and she did not feel she would be qualified to decide if her friends should attend.

Table No. 19  
Feeling of Youth Towards Resident  
Training Projects

	Yes	No
Would you recommend to your friends that they accept an assignment to a Resident Training Home	47	6



## Chapter VII

### Conclusions and Recommendations

#### Conclusions:

From the facts as presented in this study it may be concluded that while the National Youth Administration is fundamentally a relief agency it has transcended the immediate problem of relief and has gone into the field of training youth in general. There are, however, certain basic requirements which must be met by a youth in order to be eligible for assistance on this program.

The functions of the National Youth Administration have been expressed in the form of two programs in North Dakota. The Student Aid program provides for those youth who are financially unable to continue their schooling unless they receive some assistance. The Work Projects program provides work experience for out-of-school youth who probably are not particularly interested in further schooling. These youth find it necessary to acquire some work experience in order to be eligible for private employment.

The administrative organization of the National Youth Administration, both national and state, is simply conceived and effective. The use of advisory committees at each administrative level is an important device which has undoubtedly been effective in promoting the welfare of youth.

Despite the fact that the National Youth Administration operates on a strictly annual budget, the quality of the personnel administrat-

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ing the program is of a fairly high level. It is at least equal to that found in other current federal agencies and measures up to the current civil service standards.

The Work Projects Program has provided work experience to thousands of youth who otherwise might have remained unemployed and idle for years. The experience which the youth receive on an NYA Work Project reduces the period of time normally allotted to the training of new employees by private industry.

To the extent that the projects have been well-planned to conform to the three basic considerations given in the establishment of any project, with due recognition of the educational possibilities, and the providing of competent supervision these Work Projects have provided many youth with valuable educational and work experience.

The Resident Training Centers in North Dakota have made it possible for a number of worthy and deserving youth to continue their training. This training, particularly in the fields of trades, enables the youth to prepare themselves for the labor market and to be able to compete in the working world.

The Local Work Projects for both young men and young women throughout the state have made a noteworthy economic contribution to the communities in which they are located. This contribution is evident in the facilities constructed and the articles produced by the youth assigned to these projects.

The National Youth Administration requires that the local community

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act as Co-sponsors on the work projects in their community furnishing materials and supplies for the operation of these projects. This requirement has tended to reduce Federal costs and to stimulate local interest in the program. It also stimulates community interest in the problems of the local youth.

The Resident Training Homes for Girls which have been established in North Dakota provide an excellent means of training young women from needy families in the art of Homemaking. These projects have also demonstrated their ability to provide the girls assigned with training that will enable them to accept private employment in any of the homes of the state and to be able to meet the qualifications as set by the employers of these workers.

The manner of selection of the youth assigned to these Resident Homes is quite efficient. Experience has proven that the local Area Supervisors are, in most cases, competent to select for these Homes girls who are able to successfully complete the courses of instruction offered.

From the production records of the girls assigned to the sewing projects at these Resident Training Homes it may be concluded that the Homes make a definite contribution of an economic nature to the community in which the Homes are located.

An examination of the courses offered and the duties assigned to the girls at the Resident Training Homes shows possibilities for the social and economic development of the enrollees. If a youth successfully completes the training offered by the Home she will gain educational and work experience values that will prove helpful to her after

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she leaves the Resident Training Home.

From the record of the girls who have left the Homes at the end of a four month period it is shown that private employment is offered to the majority of the girls upon completion of the course. This private employment is accepted by approximately one-half of the girls. These girls who do not accept private employment but return to their own homes are better Homemakers than they were when they were assigned to the Resident Training Homes.

SHREFTAIN BOND  
PAGE CONTENT

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Recommendations:

The following recommendations are submitted as being those that would mean a betterment of the program as a whole.

1- That the National Youth Administration's scope of work be enlarged to include all unemployed youth who are in need of employment and training regardless of the financial status of the family of which he is a member.

2- That some provision be made to make this agency a permanent part of the Federal Government and that the concern regarding annual budget restriction be in this manner removed.

3- That a uniform Merit Examination be adopted for use in the selection and appointing of administrative and supervisory personnel.

This would include a Merit Examination to be taken by all Area Supervisors who are now employed as well as those who make application in the future.

4- That more emphasis be placed on the training of competent local supervisors in order that a youth assigned to a local work project may enjoy to the fullest the possibilities of his assignment.

This might be done through the development of training courses for these local supervisors who are willing to handle the work project in their community. Probably if this plan were not feasible a time-keepers and supervisors bulletin might be worked out which would list the duties and also give suggestions as to the correct manner of supervision.

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6- That Area Supervisors be given an opportunity of visiting the Resident Centers which have been established in order that they may more intelligently discuss the possibilities of these Centers with interested youth.

7- That the Resident Training Homes for Girls should be continued along the lines upon which they have been established and that the work program in each home should be of a nature which would provide a specific related training value.

8- That if these Resident Training Homes continue to train girls for private employment, separate Homes should be established for those girls who indicate that they are desirous of entering Maid Service upon completion of their courses.

This recommendation is made in order that more emphasis may be placed upon the specific skills which are needed by those young women who wish to enter private employment. These skills are probably superfluous to those young women who have no intention or desire of entering private employment upon the completion of their course.

REPTAIN BOND

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**APPENDIX**

**"A"**

**Showing**

**Some of the Forms Used by the  
National Youth Administration**

**for**

**North Dakota**



**NYA Information Blank**

**Preliminary Application Form used for  
all NYA Applicants in McLean & Sheridan Counties**



NYA INFORMATION BLANK

Name \_\_\_\_\_ Identification No. \_\_\_\_\_  
 Mail Address \_\_\_\_\_ CWB Case No. \_\_\_\_\_  
 Age Last Birthday \_\_\_\_\_ Social Security No. \_\_\_\_\_  
 Date & Place of Birth \_\_\_\_\_ Citizenship Affidavit \_\_\_\_\_  
 Drivers License \_\_\_\_\_ Own Car \_\_\_\_\_ Type of Aid \_\_\_\_\_

SECTION I PERSONAL

Height \_\_\_\_\_ Weight \_\_\_\_\_ Sex \_\_\_\_\_ Health \_\_\_\_\_  
 Serious Illness, if any \_\_\_\_\_  
 If any medical care within the last five years explain fully \_\_\_\_\_  
 Disabilities \_\_\_\_\_

SECTION II HOME

Father's Name \_\_\_\_\_ How Much School \_\_\_\_\_  
 Occupation \_\_\_\_\_  
 Mother's Maiden Name \_\_\_\_\_ How Much School \_\_\_\_\_  
 Are your parents living together? \_\_\_\_\_  
 Birthplace of parents: Father \_\_\_\_\_ Mother \_\_\_\_\_  
 What Church do you go to? \_\_\_\_\_ Member: Yes \_\_\_\_\_ No \_\_\_\_\_  
 How many Brothers do you have? \_\_\_\_\_ How many Sisters? \_\_\_\_\_  
 How many members of your family live in the same household \_\_\_\_\_  
 How many members in family eligible for NYA Work: 1- \_\_\_\_\_  
 2- \_\_\_\_\_ 3- \_\_\_\_\_ 4- \_\_\_\_\_  
 How many members of your family are employed \_\_\_\_\_ In School \_\_\_\_\_  
 Total family income: (a) Monthly \$ \_\_\_\_\_ (b) Last 12 months \$ \_\_\_\_\_  
 Where is your home located? (check one)  
 Farm \_\_\_\_\_ Town under 500 \_\_\_\_\_ Town under 2500 \_\_\_\_\_  
 City under 5000 \_\_\_\_\_ City over 5000 \_\_\_\_\_

SECTION III EDUCATION

Name & Address of last school attended \_\_\_\_\_  
 How old were you when you left school \_\_\_\_\_  
 Why did you quit school \_\_\_\_\_  
 How much school work have you had? Grade \_\_\_\_\_ High School \_\_\_\_\_ Other \_\_\_\_\_  
 How did you rank in scholarship? (On the scale below check the space that  
 would represent where you would stand in comparison to your schoolmates.  
 Low : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : High  
 What subjects did you like best in school \_\_\_\_\_  
 What subjects did you dislike in school \_\_\_\_\_  
 What special training have you taken since leaving school \_\_\_\_\_  
 Are you anxious to continue your education \_\_\_\_\_  
 What type of training would you be especially interested in \_\_\_\_\_  
 Would it be possible for you to leave home to go to school \_\_\_\_\_  
 What special interests or hobbies do you have \_\_\_\_\_



SECTION IV WORK & EMPLOYMENT RECORD:

Employer's Name & Address Including CCC and WPA or NYA	Job	Date Started	Date Left	Wage	Reason for Leaving

Which job did you like best \_\_\_\_\_

Why \_\_\_\_\_

What machines can you operate \_\_\_\_\_

What job are you best qualified for at the present time \_\_\_\_\_

GENERAL:

What are your ambitions or what would you like to do or be in the future? \_\_\_\_\_

What kind of work do your parents want you to do? \_\_\_\_\_

How do you expect to use your NYA money if you are assigned \_\_\_\_\_

Do you belong to any social clubs or groups? \_\_\_\_\_

Did you receive any special honors while in school? \_\_\_\_\_

\_\_\_\_\_  
(signature of youth)

\_\_\_\_\_  
(date)

REFERENCES

<u>Name</u>	<u>Address</u>
_____	_____
_____	_____
_____	_____
_____	_____



SECTION V (To be filled in by Interviewer and applicant)

Would you be interested in a Resident Training Project? \_\_\_\_\_  
Which one in particular? \_\_\_\_\_  
Will family situation allow youth to attend \_\_\_\_\_  
Would family be able to give some assistance until youth was located and  
had received first check on project? \_\_\_\_\_ How much? \$ \_\_\_\_\_  
How much influence will parent's wishes have on selection of future occupa-  
tion? \_\_\_\_\_  
What one or two things does youth do that is enjoyed more than anything  
else? \_\_\_\_\_

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(to be filled in by Interviewer)

What impression did the applicant make with you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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NARRATIVE      REPORT      &      NOTATIONS



**NYA Form 101**  
**Youth Application Blank**

Application Form used in addition to Preliminary  
Form for those youth whose families are not receiving any form of Public Assistance.



FEDERAL SECURITY AGENCY  
NATIONAL YOUTH ADMINISTRATION

APPLICATION FOR NYA EMPLOYMENT

1. NAME \_\_\_\_\_  
(LAST NAME) (FIRST NAME) (INITIAL)
2. \_\_\_\_\_  
(COUNTY)
3. \_\_\_\_\_  
(DATE OF APPLICATION)
4. ADDRESS \_\_\_\_\_  
(STREET) (TOWN OR CITY)
5. SEX: MALE ☐ FEMALE ☐
6. DATE OF BIRTH \_\_\_\_\_ 7. RACE: WHITE ☐ NEGRO ☐ OTHER ☐  
(MONTH, DAY, YEAR)
8. HOW LONG HAVE YOU LIVED IN THIS STATE? \_\_\_\_\_
9. MARITAL STATUS: SINGLE ☐ MARRIED ☐ DIVORCED ☐ SEPARATED ☐ WIDOWED ☐
- 
10. ARE YOU REGISTERED WITH STATE EMPLOYMENT SERVICE? \_\_\_\_\_ IF SO, GIVE DATE OF  
(YES OR NO) LAST VISIT TO YOUR EMPLOYMENT SERVICE OFFICE \_\_\_\_\_.
11. SOCIAL SECURITY NUMBER \_\_\_\_\_.
12. ARE YOU EMPLOYED? \_\_\_\_\_; IF SO, GIVE WEEKLY WAGE \$ \_\_\_\_\_  
(YES OR NO)
13. IF NOT EMPLOYED, GIVE DATE LAST EMPLOYMENT ENDED \_\_\_\_\_  
(MONTH AND YEAR)
14. ARE YOU ELIGIBLE FOR UNEMPLOYMENT COMPENSATION BENEFITS? YES ☐ NO ☐  
DON'T KNOW ☐
15. ARE YOU ENROLLED IN SCHOOL \_\_\_\_\_.  
(YES OR NO)
16. \_\_\_\_\_ 17. \_\_\_\_\_  
(NAME OF PARENT OR GUARDIAN) (ADDRESS OR PARENT OR GUARDIAN)
18. NAMES OF OTHER UNMARRIED YOUTH IN FAMILY LIVING AT HOME BETWEEN THE AGES OF 16  
AND 25 YEARS:
- | (A) NAME OF YOUTH | (B) BIRTH DATE | (C) EMPLOYED, UNEMPLOYED, IN SCHOOL |
|-------------------|----------------|-------------------------------------|
| _____             | _____          | _____                               |
| _____             | _____          | _____                               |
| _____             | _____          | _____                               |
19. (A) NAME OF EACH PERSON LIVING IN (B) NAME AND ADDRESS OF (C) WEEKLY WAGE  
FAMILY HOUSEHOLD WHO IS EMPLOYED PRESENT EMPLOYER
- |           |       |       |
|-----------|-------|-------|
| (1) _____ | _____ | _____ |
| (2) _____ | _____ | _____ |
| (3) _____ | _____ | _____ |
20. DO YOU NOW LIVE ON A FARM? \_\_\_\_\_ IF SO, DOES YOUR FAMILY OWN IT? \_\_\_\_\_  
(YES OR NO) (YES OR NO)
21. ARE ANY MEMBERS OF YOUR FAMILY NOW RECEIVING PUBLIC RELIEF? \_\_\_\_\_  
(YES OR NO)  
IF SO, GIVE NAME OF AGENCY \_\_\_\_\_.



22. TOTAL NUMBER LIVING AT HOME \_\_\_\_\_.

23. (A) GIVE PRESENT TOTAL MONTHLY FAMILY INCOME IN WAGES \$ \_\_\_\_\_; (B) GIVE TOTAL FAMILY INCOME FOR PAST 12 MONTHS (INCLUDE WAGES, RENT FROM PROPERTY, PENSIONS, AND ALL OTHER INCOME) \$ \_\_\_\_\_.

(C) LIST ANY OUTSTANDING DEBTS OR OBLIGATIONS:

<u>ITEM</u>	<u>AMOUNT</u>	<u>ITEM</u>	<u>AMOUNT</u>
(1) _____	\$ _____	(3) _____	\$ _____
(2) _____	\$ _____	(4) _____	\$ _____

24. GIVE NAME AND ADDRESS OF PERSON OR AGENCY SUGGESTING THAT YOU APPLY FOR NYA WORK:

\_\_\_\_\_  
(NAME) (ADDRESS)

25. GIVE NAME AND ADDRESS OF TWO PERSONS NOT RELATED TO YOU WHO KNOW YOU AND YOUR FAMILY:

<u>NAME</u>	<u>OCCUPATION</u>	<u>ADDRESS</u>
(1) _____	_____	_____
(2) _____	_____	_____

WE, THE UNDERSIGNED, HEREBY STATE THAT THE QUESTIONS CONTAINED IN THE APPLICATION HAVE BEEN ANSWERED TRUTHFULLY AND ACCURATELY TO THE BEST OF OUR KNOWLEDGE AND THAT THE APPLICANT IS IN NEED OF THE ASSISTANCE PROVIDED BY THE NYA.

26. DATE \_\_\_\_\_ SIGNATURE OF APPLICANT \_\_\_\_\_

27. DATE \_\_\_\_\_ SIGNATURE OF PARENT OR GUARDIAN \_\_\_\_\_

NOTE: THIS SPACE TO BE FILLED IN ONLY BY AUTHORIZED REPRESENTATIVES OF THE NATIONAL YOUTH ADMINISTRATION.

28. GIVE DATE CITIZENSHIP AFFIDAVIT EXECUTED \_\_\_\_\_.  
(MONTH, DAY, YEAR)

29. ACTIVE REGISTRATION AT S.E.S.? YES ☐ IDENTIFICATION NUMBER \_\_\_\_\_

30. CERTIFIED FOR NYA EMPLOYMENT ON \_\_\_\_\_.  
(DATE)

31. REJECTED FOR CERTIFICATION \_\_\_\_\_.  
(DATE)

32. REASON FOR REJECTION \_\_\_\_\_

33. (SIGNED) \_\_\_\_\_  
(NYA REPRESENTATIVE)

34. (TITLE) \_\_\_\_\_



NYA FORM 100

Certification of Eligibility

Submitted to Bismarck on all applicants



## CERTIFICATION OF ELIGIBILITY

Name of youth \_\_\_\_\_ Identification No. \_\_\_\_\_  
(Last name) (First name) (Initial)  
Address \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_ Marital  
Place of birth \_\_\_\_\_ Date of birth \_\_\_\_\_ status \_\_\_\_\_  
Citizenship affidavit executed? Yes ☐ Date \_\_\_\_\_ No ☐

Name of case head \_\_\_\_\_ Case No. \_\_\_\_\_  
Address of case \_\_\_\_\_ Now receiving public relief?  
Yes ☐ Type \_\_\_\_\_ No ☐

Total number in family case \_\_\_\_\_ Number employed \_\_\_\_\_ Number in school \_\_\_\_\_ Relation of youth to case head \_\_\_\_\_

Other youth members in case eligible for N. Y. A.: (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

Total family income: (a) Monthly at date of certification, \$ \_\_\_\_\_ (b) Total past 12 months, \$ \_\_\_\_\_

Comments:

Date \_\_\_\_\_

Certifying agency \_\_\_\_\_ (Signed) \_\_\_\_\_  
(Certifying agent)

Agency address \_\_\_\_\_ (Title) \_\_\_\_\_



**NIA Form 140**  
**Personnel Record**

Submitted to State Division of Employment on  
all youth making application for Assistance



# YOUTH PERSONNEL RECORD

1. Last name		First		Middle		29. Id. No.	
2. Address		Tel.				30. Potential occupations: (Not pay-roll classification)	
3. Birth date		4. Birth-place		5. M. F.		(a)	
7. Marital status		8. Ht.		10. Health status		11. Date last exam.	
9. Wt.						(b)	
12. Father's (or mother's) usual occupation						(c)	
13. Grade completed		14. Last school		15. Age left		16. Reason left	
17. Vocational courses (if any)				18. Subjects liked best in school			
19. Type of job now wanted							
20. Future job wanted and plans (if any) to get it							
21. Occupation inf., training, or experience needed				22. Test results (if any)			
23. Employer's name and address including CCC and WPA		24. Position		25. Date begun		26. Date ended	
						27. Weekly wage	
						28. Reason for leaving. How applicant liked work	



NYA Form 604

Citizenship Affidavit required of all NYA Employees



FEDERAL SECURITY AGENCY  
NATIONAL YOUTH ADMINISTRATION  
**CITIZENSHIP AFFIDAVIT**

Identification No. \_\_\_\_\_

Case No. \_\_\_\_\_

\_\_\_\_\_, residing at \_\_\_\_\_  
(Name) (Address)

being an applicant for employment or an employee paid from funds appropriated to the National Youth Administration, and being first duly sworn, deposes and says:

1. That he is a citizen of the United States \_\_\_\_\_ ☐ }  
2. That he is not a citizen but owes allegiance to the United States \_\_\_\_\_ ☐ (Check one only)

WITNESS TO SIGNATURE (required only when person signs by mark):

\_\_\_\_\_  
(Name)  
\_\_\_\_\_  
(Address)  
\_\_\_\_\_  
(Town)  
\_\_\_\_\_  
(Name)  
\_\_\_\_\_  
(Address)  
\_\_\_\_\_  
(Town)

\_\_\_\_\_  
(Signature of employee)

Subscribed and sworn (or affirmed) to before me  
this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, at

\_\_\_\_\_  
(Signature)

[OFFICIAL SEAL]

\_\_\_\_\_  
(Title and address of official administering oath)



**NYA FORM 450-A**



**Time Card— Submitted monthly by Local Timekeepers  
showing daily hours of work for each youth on project.**



FEDERAL SECURITY AGENCY  
NATIONAL YOUTH ADMINISTRATION  
**MONTHLY ATTENDANCE RECORD**  
(Use Ink or Indelible Pencil)

Official Project No. \_\_\_\_\_ Work Project No. \_\_\_\_\_ District \_\_\_\_\_  
County \_\_\_\_\_ Job location \_\_\_\_\_  
Name of worker \_\_\_\_\_  
Present post-office address \_\_\_\_\_  
Occupation \_\_\_\_\_ Class \_\_\_\_\_

NUMBER OF HOURS WORKED EACH DAY—MONTH ENDING _____, 19____													

I certify that the above worker has performed the services required by law and regulation during the time stated; that the time as indicated is chargeable to the above project; and that this report is accurate in all details.

Date \_\_\_\_\_ Signed \_\_\_\_\_

(Supervisor)

Pay Roll No. \_\_\_\_\_ Page No. \_\_\_\_\_ Signed \_\_\_\_\_

(Worker)



**Oath of Allegiance to Government of the United States**

**Required of all NYA Employees**

\_\_\_\_\_

Date \_\_\_\_\_

I hereby certify that I do not advocate nor am I a member of an organization that advocates the overthrow of the United States Government through the use of force or violence nor will I join such an organization while employed by the National Youth Administration.

Signed \_\_\_\_\_



**NYA Form 200**

RETAIN BOND

2500000000





Federal Security Agency  
NATIONAL YOUTH ADMINISTRATION

## WORK PROJECT APPLICATION

1. PROJECT DESCRIPTION. (List specifically all items of work contemplated)

State _____
Application No. _____
Project No. _____
Type of Work Symbol _____
Location Symbol _____
Signature of State Director of Finance & Statistics

2. LOCATION OF PROJECT \_\_\_\_\_  
(City) (County)

3. SUMMARY OF ESTIMATED COSTS BY SOURCE OF FUNDS:

Line No.	Item	Federal Funds		Co-sponsor's Contributions		Total	
		Dollars (3)	Percent (4)	Dollars (5)	Percent (6)	Dollars (7)	Percent (8)
(1)	(2)						
1	Youth labor			x x x x	x x x x		
2	Supervisory						
3	Subtotal - Labor						
4	Equipment						
5	Materials and supplies						
6	Other						
7	Subtotal - Nonlabor						
8	Total cost of project		100.0		100.0		100.0

4. CO-SPONSOR'S PROPORTION OF TOTAL COST: Labor \_\_\_\_\_%; Nonlabor \_\_\_\_\_%; Total \_\_\_\_\_%.

5. DURATION OF PROJECT. \_\_\_\_\_ months.

6. CO-SPONSOR'S CERTIFICATE AND AGREEMENT. The statements contained in this work project application are true to the best of my knowledge and belief. It is agreed that the proposed work will be done in conformance with the rules and regulations of the National Youth Administration and in accordance with such plans and specifications as are attached hereto. It is certified that the contributions pledged by the co-sponsor represent a financial burden undertaken on account of this National Youth Administration project and will be made available as required by project operations. It is further certified that the co-sponsor will be responsible for financing such part of the cost of this project as is not provided from Federal funds and that the facilities, products or services provided thereby will be used solely for the benefit of the public.

Co-sponsor \_\_\_\_\_  
(Name)

(Street Address)

(City)

(County)

By Co-sponsor's authorized agent:

(Name - Type or Print)

(Signature)

Date \_\_\_\_\_

(Title)

7. WORK PROJECT APPROVAL. The work project (or supplement) described herein is hereby approved for operation, provided that co-sponsor's contributions of \$ \_\_\_\_\_ are received as the progress of the work requires and that Federal funds authorized for such work shall not exceed \$ \_\_\_\_\_.

Date \_\_\_\_\_

(Signature of State Youth Administrator)

Date \_\_\_\_\_

(Signature of Washington NYA Official When Required)



8. Does the co-sponsor have legal authority to engage in the work proposed over the area involved? (Yes or no) \_\_\_\_\_
9. Will the proposed project displace or prevent the employment of persons who would otherwise be employed? (Yes or no) \_\_\_\_\_
10. Present ownership of property upon which project is to be operated is:

(Federal, State, county, city, private, part private and part State owned, etc.)

If any work is to be performed on private property, state nature and extent of such work and submit copies of all necessary documents (e.g., deed of conveyance, lease, easement, right-of-way, license, or permit).

11. Have funds for the execution of this project, or any part thereof, ever been formally requested from another Federal agency? (Yes or no) \_\_\_\_\_. If "Yes," attach copies of release.
12. Maintenance, operation and control of the completed project will be provided as follows:

13. LABOR ANALYSIS:

Line No.	Type of Labor	Average Number of Workers			Hours per Month	Man Months	Rate per Month	Labor Cost
		Male	Female	Total				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	NYA - Total				x x x		x x x	
2	Youth labor - Subtotal							
3	Class B							
4	Class A							
5								
6								
7								
8	NYA supervisory labor - Subtotal				x x x		x x x	
9								
10								
11								
12								
13								
14								
15								
16	Co-sponsor - Subtotal				x x x		x x x	
17								
18								
19								
20								
21								
22								
23								
24	Total Labor				x x x		x x x	



14. NONLABOR ANALYSIS:

Line No.	Nonlabor Items	Source: (Purchase, Rental, or Inventory)	Amount		
			Federal	Co-sponsor	Total
(1)	(2)	(3)	(4)	(5)	(6)
1	Equipment - Subtotal	x x x x			
2					
3					
4					
5					
6					
7					
8					
9					
10	Materials and supplies - Subtotal	x x x x			
11					
12					
13					
14					
15					
16					
17					
18					
19	Other nonlabor - Subtotal	x x x x			
20					
21					
22					
23					
24					
25	Total nonlabor	x x x x			

15. COOPERATING AGENCIES.

1. \_\_\_\_\_  
(Name)  
\_\_\_\_\_  
(Address) (City) (County)

2. \_\_\_\_\_  
(Name)  
\_\_\_\_\_  
(Address) (City) (County)

3. \_\_\_\_\_  
(Name)  
\_\_\_\_\_  
(Address) (City) (County)

4. \_\_\_\_\_  
(Name)  
\_\_\_\_\_  
(Address) (City) (County)

5. \_\_\_\_\_  
(Name)  
\_\_\_\_\_  
(Address) (City) (County)



Copy of specifications contained in standard contract with lessor of building to be occupied as a Resident Training Home.

1. Size: Sufficient sleeping and living quarters shall be provided for (16) to (18) girls and in addition, a room or satisfactory quarters shall be provided for a matron in charge. On occasion, one or two girls more than the specified number, may be housed.
  2. Sleeping Quarters: Sleeping quarters shall be such that each individual shall be provided with not less than 400 cu.ft. of air space for each occupant. Between April 1 and Oct. 31, 350 cu.ft. for each occupant will be acceptable.
  3. Kitchen: The kitchen shall be equipped with gas, electric or coal stoves; electric, gas or ice refrigerator with approximately 12 cu.ft. capacity; large kitchen cabinet or built-in features to accommodate those supplies usually expected to be kept in a convenient place in a kitchen; work tables; hot and cold running water and sink satisfactorily convenient for the washing of dishes, pots and pans. The kitchen should not be located at or near the foot of a stairway or other place where a fire in the kitchen would quickly spread through the building or would cut off escape.
  4. Dining Room: A dining room equipped with tables and chairs of the dining room type- this room should be large enough to conveniently serve 17 people at one sitting. It is desired that a cabinet or built-in features be included in this room for the housing of silverware and chinaware.
  5. Living Room: A large living room should include all the furniture one would expect to find in a living room including a davenport or studio couch, easy chairs, radio, living room table, floor covering, living room lamps and other furniture and conveniences one would normally expect to find in a living room.
  6. Hospital or Rest Room: A Room which can be isolated from the other rooms and used as a hospital-room or a rest room shall be provided. This room should be equipped with a single cot of a comfortable design, cabinet or built-in features for housing first aid supplies, linens and bandages as one would expect to find in a hospital room.
  7. Matron's Room: The matron's room should be large enough and be furnished with a comfortable bed, desk and chair, dresser and mirror, at least one easy chair, floor or table lamps and such other supplies as are necessary in a matron's room.
  8. Furnishings for Sleeping Quarters: (a) Sleeping quarters for girls shall provide satisfactory closet space, dresser facilities and mirrors;
-



with single or double beds quipped with springs, mattresses and pillows. OR (b) Sleeping quarters for girls shall provide satisfactory closet space, dresser facilities and mirrors. (IN SUBMITTING YOUR BID, DESIGNATE CLEARLY WHETHER YOU ARE BIDDING ON SUB-DIVISION "a" OR "b" AND IF BIDDING ON BOTH SUB-DIVISIONS DESIGNATE "a" AND "b".)

9- Laundry Room: A laundry room, preferably in the basement, shall be provided. A satisfactory washing machine of family size and in good working condition shall be furnished. In addition, at least 2 family size wash tubs shall be included in the laundry facilities. Hot and cold running water shall be conveniently located in this laundry room and convenient method of drainage shall be provided. Outside drying facilities shall be provided which shall include at least 300 linear feet of clothes-line.

10- Bathroom: At least one bathroom shall be provided which shall include one bathtub, or a shower bath. There shall be at least two toilets and two lavatories. These need not be all in the same room but shall be within the house.

#### GENERAL HOUSE CONDITIONS

1. The house shall be equipped with a furnace, either hot air, water or steam and shall be either coal or gas. It shall be of sufficient size so that all rooms will be evenly heated and shall be of such a type that the heat can be controlled in general or in individual rooms.

2- All rooms shall have sufficient window space to guarantee satisfactory natural lighting in the daytime and in addition, all room shall be wired and equipped with electric lights of such size and so located as to guarantee artificial lights at night without eye strain. The house shall have all windows properly screened and all doors furnished with screen doors for summer use. For winter, all windows shall be wind-proof or equipped with storm windows and all outside doors equipped with storm doors.

3- All sleeping rooms should have good ventilation, windows and storm windows so hung that proper ventilation may be had at all times of the year.

4- The basement should be equipped with a vegetable room for the storing of vegetables and canned goods.

5- It is preferred that the house be equipped with at least one large porch. The yard should be large enough for outside games and should have shade trees.



#### SAFETY PROVISIONS

- 1- The building must be structurally sound and free from defects that might impair its stability.
- 2- The floors must be free of holes, splinters or other impairments that might cause an accident.
- 3- All stairways must be kept in good repair and provided with hand-rails. At least one hand-rail on every stairway and a rail on both sides of stairs more than 4 feet high. Stairways must be adequately lighted at all times.
- 4- All windows with bottom sills less than 42 inches from the floor, shall be protected with a low board to prevent anyone from falling or stepping through the window but in no way prevent escape in case of fire. All windows must be free from broken or loose glass, broken sash cords, etc.
- 5- Ceiling and walls should be free from loose and peeling paint, old plaster or any loose material that might drop.

#### FIRE PREVENTION

- 1- All state and local laws and ordinances must be complied with. If the building is lighted by electricity, the wiring system should be inspected and approved by the state or local building inspector or a member of the fire department. Electrical appliances should be fused separate from lighting fuses. Sleeping quarters should be equipped with satisfactory fire escape.

#### MAINTENANCE

- 1- Lessor must perform all necessary service pertaining to heating, plumbing and installation of storm doors, storm windows and screens according to seasonal needs.
- 2- Lessor agrees to furnish all fuel for heating and cooking; also electric current and water required for the project without additional charge.

#### INSPECTION

- 1- Before awarding the contract, personal inspection must be made by a representative of the National Youth Administration.
-



## APPENDIX

#3#

Photographs of Youth Working on  
Various Out-of-School Projects

in

North Dakota







NYA Girls Receiving Cooking Instruction  
Girls Resident Training Home, Dickinson, N. D.







JEFFAIN BOND

RECEIVED



Supervised Sewing  
Girls Resident Training Home  
Dickinson, N. Dak.











[REDACTED]

[REDACTED]

**NYA Boys Working on Park Improvement Project  
at Rainey, North Dakota**

[REDACTED]

[REDACTED]

**NYA Boys Help-raising Water Tower Hill  
at Hettinger, North Dakota**

[REDACTED]

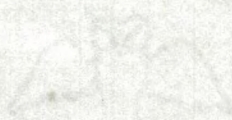








REPTAIN BOND  
RAC CONTENT



**Suspension Bridge Built by Out-of-School  
NYA Boys at Grandstone, North Dakota**









**NYA Boys Cleaning and Improving Cemetery  
at Raney Butte, North Dakota**





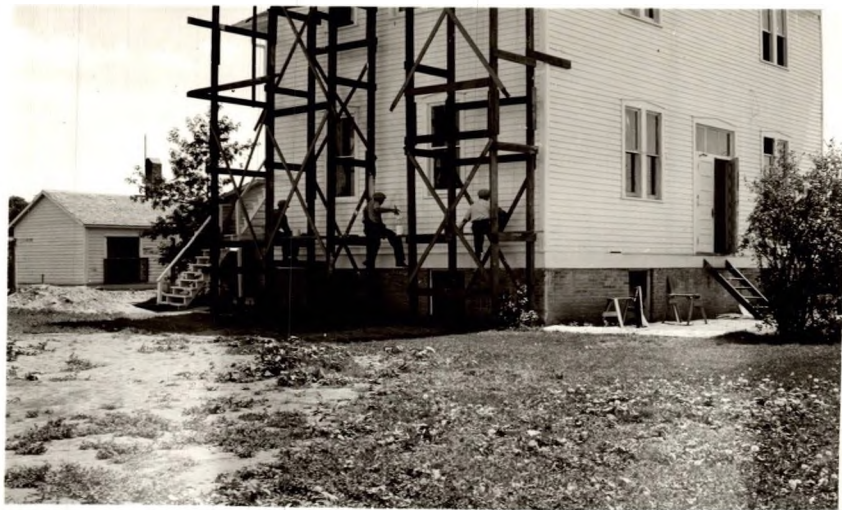


Outdoor Fireplace Built by NYA Boys  
in City Park at Gladstone, N. Dak.

CHIEFTAIN BOND

PAT. 2,000,000











[REDACTED]

[REDACTED]

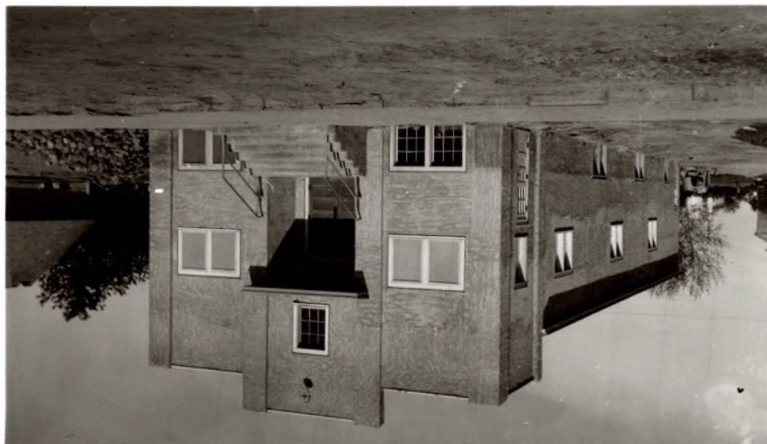
Hovind Hall at School of Forestry, Bettineau, N. Dak.  
Being Remodelled and Painted by NYA Resident  
Training Center Boys

[REDACTED]

[REDACTED]

Hovind Hall, After Work by NYA Resident Youth  
was Completed









HEFTAIN BOND

PAGE CONTENT



Community Hall at Westhope, North Dakota  
Built by NYA Boys Assigned to  
Out-of-School Program







Out-of-School Work Program Assignee Working in  
State NYA Photography Laboratory  
Richmond, N. Dak.









NYA Out-of-School Boys Working in  
Woodworking Shop at  
Mandan, N. Dak.